

THE NATION'S  
SCHOOLS



How to Prevent Static Teaching

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Faculty and Students Govern This

School . . . . . *Robin McCoy*

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Community Provides Scholarships

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*24 Original Articles, 12 Regular Features*

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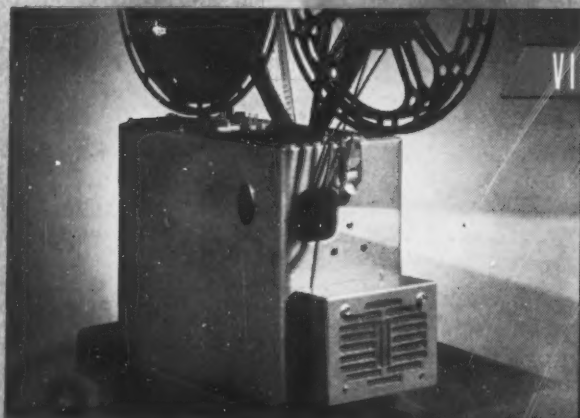
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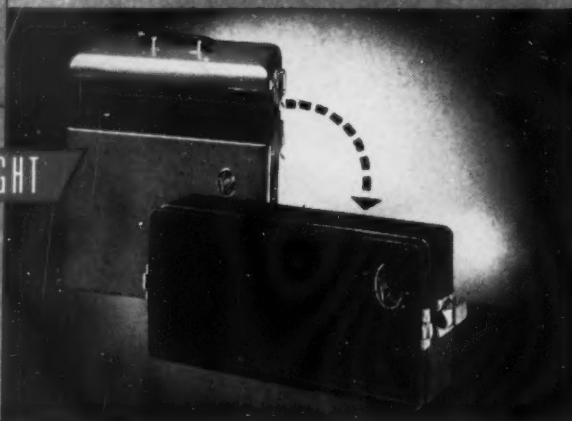
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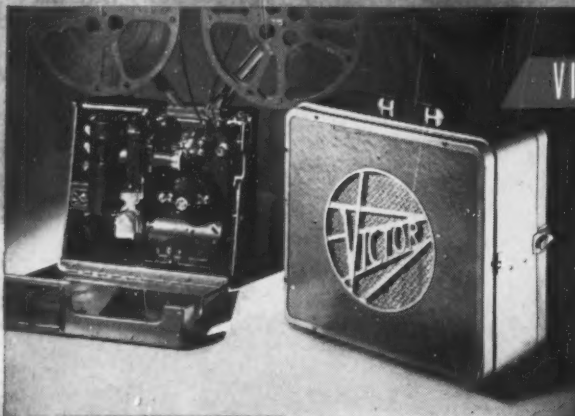
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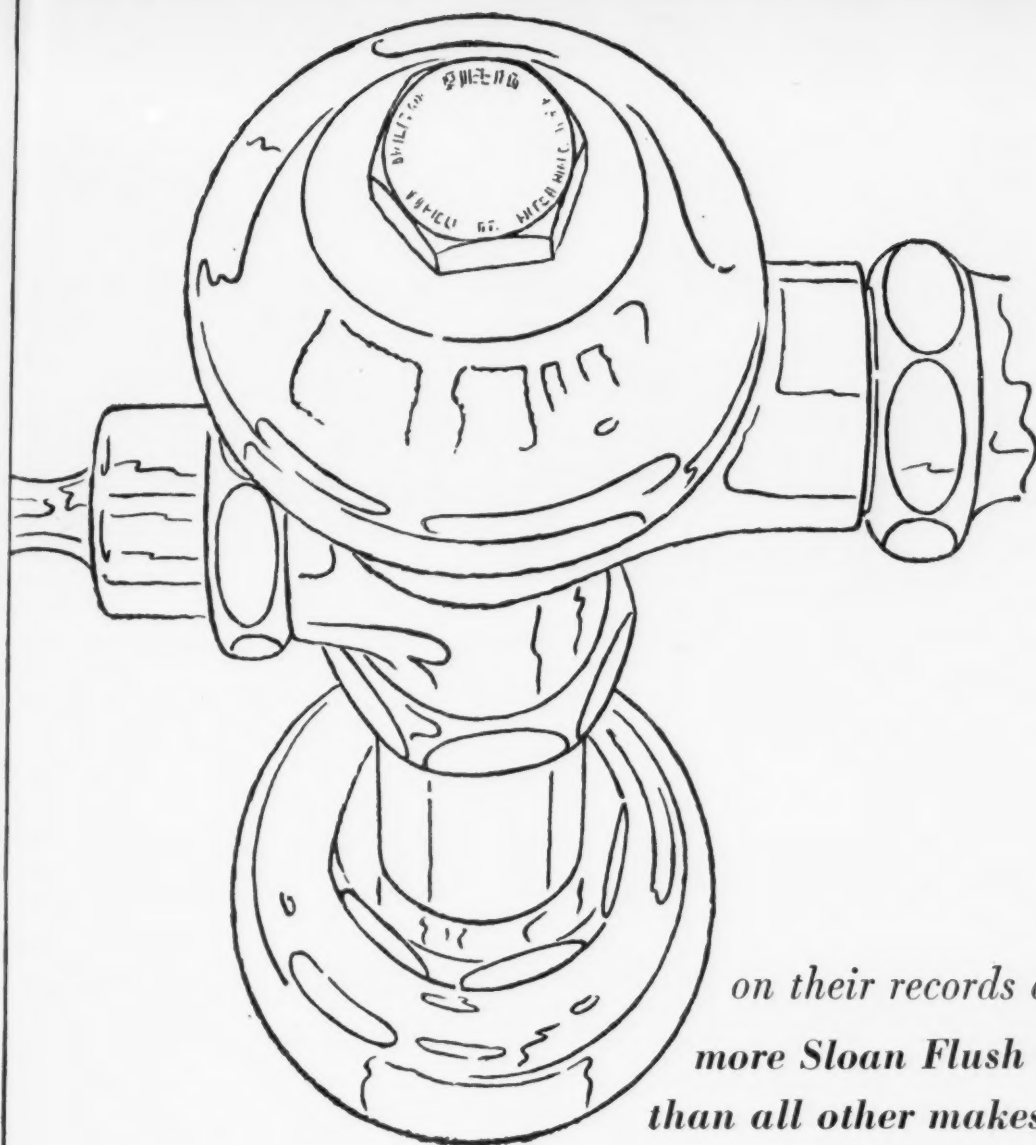
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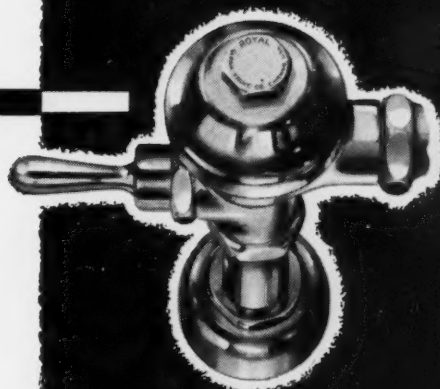
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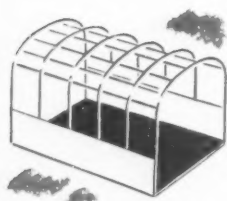
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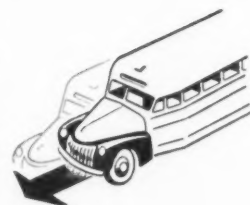


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# THE NATION'S SCHOOLS



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# AMONG THE AUTHORS



C. E. Hinchey

WITH the exception of the last two years, Clarence E. Hinchey's entire experience in education has been in Michigan. At present he is principal of Nott Terrace High School at Schenectady, N.Y. He began as a science teacher at Berkley, Mich., and after five years became high school principal at St. Johns, where he remained for five years. He was a research assistant at the University of Michigan for one year, and then high school principal at Alpena and at East Lansing. He has the A.B., A.M. and Ed.D. degrees from the University of Michigan and has served on school surveys at Farmington and at Port Huron in that state. His interests include golf, dancing, reading books on psychology, and doing research on local school problems.

ROBIN WILBUR McCOY, whose article on page 28 describes a working democracy in a private school, is headmaster of Thomas Jefferson School in St. Louis. He has an A.B. in mathematics from Harvard, the same degree in history from Corpus Christi College, and an A.M. in the classics from Harvard. He has been a teacher since 1938, first at Shattuck School, Faribault, Minn., and after that successively at Oklahoma A. and M., Milwaukee Country Day School, Phillips Exeter Academy, and Milton Academy.



Owen B. Kiernan

OWEN B. KIERNAN was born and educated at Randolph, Mass. He obtained his B.S. degree from State Teachers College at Bridgewater, his Ed.M. from Boston University. He began his administrative career in 1935 as elementary school principal at Sandwich, Mass., at the age of 21; became principal of the junior-senior high school at 24, and superintendent of the schools of Wayland, Sudbury and Sherborn, his present position, at 30. At the time of assuming each post he was the youngest administrator in each field in the state. He has held executive positions in teachers', principals' and superintendents' organizations and has served on the committee for the evaluation of secondary education in Massachusetts. He has played and coached all varsity sports in high school and college. His interests include music, travel, educational law and intercultural education.

JOHN E. RIDDER is a veteran of World Wars I and II. Between the two wars, he obtained his B.S. degree from Gettysburg College and his M.A. from St. Lawrence University at Canton, N.Y., after which he engaged in educational work in New York State for seventeen years. He was a principal successively at Rensselaer Falls, at Brush-ton, and at Fultonville. Since 1935, with the exception of the four years he spent in the army, he has been supervising principal of the high school at Fort Plain, N.Y.

ROBERT F. MENKE is assistant professor of education at Arizona State College at Tempe. A native of Wisconsin, he obtained his B.S. from Oshkosh Teachers College, Oshkosh, Wis., and his M.A. from Northwestern University. His school work has taken him to the high school at Wausaukee, Wis.; St. John's Military Academy at Delafield, Wis.; to Northwestern University, where he was resident counselor and assistant in the School of Education. He went to Tempe in 1947. Photography, hunting and fishing are his hobbies.



Robert F. Menke

KERMIT A. COOK, who began his education in a one-room rural school in West Virginia, is now associate professor of education at the state university. He obtained his A.B. and M.A. degrees at this same institution and his Ph.D. from the University of Minnesota. After teaching in elementary schools and in the Sistersville High School for eight years, he became principal of the Oceana High School at Oceana, W. Va., then a teacher at Morgantown High School, taught for eight years in the West Virginia University Demonstration High School, about which he writes on page 26, and assumed his present position in 1944.



Kermit A. Cook

NAIDENE GOY is instructor in English and publicity director of the Hinsdale Township High School at Hinsdale, Ill. She has a B.A. from Tarkio College, Tarkio, Mo., and an M.A. from Drake University. After a year as an elementary school teacher at Silver City, Iowa, she taught high school English and journalism, first at Coburg, and then at Larchwood, both in Iowa, and journalism at West Des Moines. She has traveled widely in Canada and in the United States, concentrating on the environs of American authors and poets. Her other hobbies are writing, stamp collecting, photography and reading.



W. E. Sheehan

THE pictures of William E. Sheehan and Charles B. Park were erroneously identified in the June issue. Mr. Sheehan (picture at left) was the au-



Charles B. Park

thor of the article "Parents Build a Playground." He is superintendent of Deerfield Grammar School, Deerfield, Ill. Charles B. Park (photograph at right) began duties July 1 as the new superintendent of schools at Bay City, Mich.

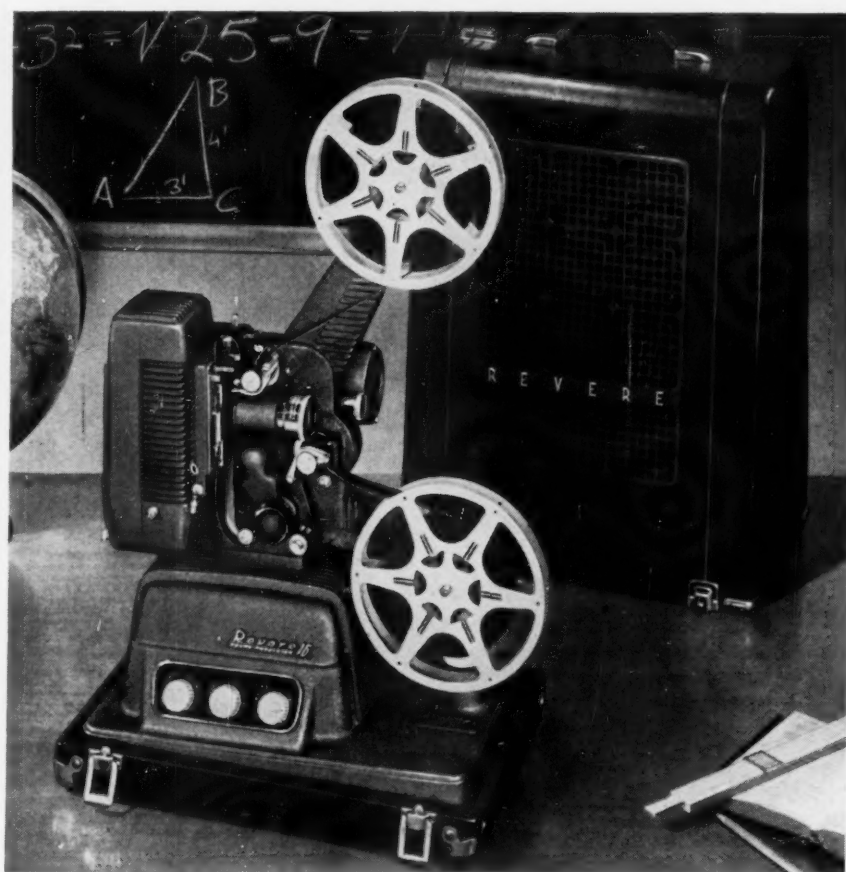


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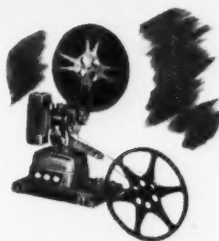
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# Roving Reporter

*What Do the Old Grads Say? . . . Music Program Popular . . . New Quarters Make Teachers Happy . . . Students Learn Retail Selling*

"WE'LL give the old grads a chance to have their say," decided the school authorities of Champaign, Ill., when they sat down recently to revamp their high school course of study. They sent a questionnaire to former high school students who are now found in all walks of life, asking them to tell what courses had been valuable to them and what had proved of little benefit. With these replies tabulated, the curriculum planners hope to plan a course of study that will be more acceptable to present day high school students and that will enable educators to do a better job of teaching.



SEATTLE stores are welcoming the products of the retail training program which the city's high schools are turning out. Customers, too, have high praise for the courteous young men and women who wait on them behind counters and take their cash.

Classwork starts behind a facsimile counter in the schoolroom with teachers acting as customers. Here students are taught the fundamentals of good speech, business aptitudes, customer relations, handling of cash and retail display technics. When this groundwork is completed, they then apply for jobs through the schools which cooperate with the Seattle chamber of commerce. They work in stores for as many hours as their schedules allow and are paid at the union scale, becoming junior members of the clerks' union.

Although the course is designed

simply to fit graduates for ordinary clerking, there is always the possibility that the students may go on to jobs as supervisors, managers or personnel workers.



MUSIC is an enriching experience in the public schools of Fort Worth, Tex., where W. A. Meacham is superintendent. Here each spring the combined high school orchestras and choral groups, numbering 200 students and known as the Fort Worth High School Symphonic Group, present a program featuring works played by major symphonic groups.

These performances are the climax of all public school music training for the year. Each fall elementary school music teachers receive copies of the program to be given in the spring, together with records of the selections and printed notes about them. This material is studied, with the students singing, playing and discussing the selections so that they are prepared to listen to the spring concert understandingly.

In the fourth and fifth grades, music pupils are introduced to symphonic instruments. Classes are held in the brass, woodwind and stringed instruments, the players of each learning to take part in ensembles.

At the junior high school level, students are organized into orchestras for the first time, and learn to play as part of a harmonic group. They begin work on their spring program in the

fall. By the time a student has reached his senior year, he has had six years of training and is playing in his third symphonic concert.

Brooks Morris, former conductor of the erstwhile Fort Worth Symphony Orchestra, conducts the symphonic group. During the year he visits each high school periodically for rehearsals of the instrument sections. The combined orchestras rehearse once a week during the spring.

WHAT modern, self-respecting teacher wants to go home after school to a room in an old-fashioned boarding-house? Not in this day and age. So reasoned the school authorities in Pinehurst, N.C., when they saw some of their best teachers being lured away to other communities and realized they had to do something about it. Money isn't everything, they said.



Maybe, if we gave our teachers better places to live, they would be more satisfied and would stay.

The old teacherage, formerly operated on a bed and board basis, was taken in hand, enlarged and remodeled into an apartment house. Each apartment contains a living room, bedroom, kitchen, bath and small dressing room.

Each apartment is today occupied by two teachers who together pay \$45 a month rent, which includes oil heat and water. The teachers like the new arrangement; they boast about it, in fact. And the school board is smiling smugly over the fact that it has found a way to attract and keep happy the kind of teaching brains it wants.



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# QUESTIONS AND ANSWERS

## National Honor Societies

What are the principal arguments, pro and con, on national honor societies for high schools?—O.W.L., Ohio.

The main objective of the national honor society is the encouragement of superior scholarship and good citizenship on the part of secondary school students through public recognition of individuals who meet the standards adopted by the society. The principal argument against the society is that it is difficult to select the members fairly. As a result, some worthy students who fail of election may suffer great personal embarrassment and even serious emotional maladjustment. Judging from the growth of the society in American secondary schools, it appears that students, teachers and school administrators consider the advantages of the society greater than the disadvantages.—WILLIAM C. REAVIS, *chairman, committee on appointments and field services, University of Chicago.*

## Choosing a Vocational School

Where can I get information to help me in advising students on the selection of a vocational school?—D.L., N.J.

The U.S. Office of Education recently has made available a guide entitled, "What School or College?" It covers briefly the entire range of vocational education institutions—colleges, junior colleges, high schools, vocational schools, technical high schools, private trade schools, and correspondence schools. Send your request for the leaflet, Misc. 3276, to Information and Publications Service, U.S. Office of Education, Federal Security Agency, Washington 25, D.C.—A.H.R.

## Sex Education

What is the responsibility of the school for sex education?—M.M., Mich.

The school's part is clearly defined. Instruction in the nursery school, kindergarten, elementary and junior high schools deals with the needs common to all people and learnings important to all. Therefore, it should make suit-

able contributions to the child's understanding of his own growth and development, human reproduction, health, social attitudes and behavior.

Instruction in human relations becomes an integral part of class and individual study. Teachers should pause frequently to help the child see the interrelatedness of what he is studying, and to discover whether the child's questions, personal problems or family-centered needs are being met.

Social hygiene education in high schools, colleges and adult study groups also should be adapted to the needs and the social level of the students. High schools that analyze their students' needs are emphasizing personal guidance and giving courses in social and family relations from the ninth through the twelfth grades.

We have not helped people to grow up emotionally as we should. The many casualties in personal and family life existing today, and the desire of most parents to give their children a good start in life make it necessary that a child be helped to understand people and society as he himself matures physically and mentally.

At every age a child should have the truth about human families and reproduction. Education begins at birth, and from his parents, his first teachers, a child learns attitudes toward human beings and facts about life. His parents are in the best position to develop his attitudes, ideals and knowledge about sex as a wholesome, natural part of day-by-day life. If his curiosity about sex is satisfied, it takes its proper relation to other aspects of living.

The child and adolescent boy and girl meet an increasing number of questions and problems with sex meaning as they move beyond the home into the larger world. The school, church and youth groups, such as scouts, campfire girls and others, should supplement what the child learns at home. Religious educators in churches of most denominations are increasingly concerned about developing in the church an adequate program of family life education for children, young adults and married couples.

It would seem that concerted action by parents and educators might be increased to help each young person face his present and future life with greater courage, happiness and feelings of security founded on scientific facts and acceptance of responsibility for his own behavior.—EUGENE B. ELLIOTT, *president, Michigan State Normal College.*

## Selecting a Superintendent

What ethics should the board of education adhere to in investigating candidates for the superintendency? What information should the applicant supply the board?—R.A.N., Minn.

A board of education should not approach the selection of a superintendent with the feeling that it is going to grab off a popular administrator from another school district by undercover methods. If a superintendent in another city merits consideration, most boards of education feel complimented that their man is being considered for advancement. It is a healthy condition for both the superintendent and his board of education to have others consider his desirability, whether he leaves or remains.

The most desirable procedure for a board of education is to prepare a composite statement of the executive type that best fits the needs of the situation, the age range, experience, minimum training, personal characteristics and so on, and submit this to the proper officials of colleges specializing in training school administrators, asking them for recommendations. Such specifications made available to those who will apply direct will limit the field to desirable applicants. All applications and credentials should be carefully checked and verified.

The board of education should then arrive at a limited field of candidates. These persons should be called before the board for a personal interview, or even a second interview, and be rated as to desirability. The top candidates should be investigated in their present positions which also means direct con-

(Continued on Page 10.)





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F. J. MOFFITT.....New York State Department  
EDWIN F. NELSON.....Hartford Public Schools  
K. E. OBERHOLTZER.....Denver Public Schools  
A. V. OVERN.....University of North Dakota  
PAUL C. PACKER.....Higher Education, Oregon  
EDWIN H. REEDER.....University of Illinois  
PAUL A. REHMUS.....Portland Public Schools  
W. C. REUSSER.....University of Wyoming  
G. E. ROUDEBUSH.....Columbus Public Schools  
GEORGE I. SANCHEZ.....University of Texas  
F. R. SCHERER.....Rochester Public Schools  
R. E. SCOTT.....Hennepin County Schools  
H. W. SCHMIDT.....Wisconsin State Dept.  
E. R. SIFERT.....Maywood Public Schools  
W. B. SPALDING.....University of Illinois  
VIRGIL STINEBAUGH.....Indianapolis Public Schools  
V. T. THAYER.....Ethical Culture Schools  
W. W. THEISEN.....Milwaukee Public Schools  
CHARLES H. THOMPSON.....Howard University  
EDMUND H. THORNE.....West Hartford Schools  
VINAL H. TIBBETTS.....Am. Ed. Fellowship  
C. C. TRILLINGHAM.....Los Angeles County Schools  
JULIUS E. WARREN.....University City Public Schools  
W. T. WHITE.....Dallas Public Schools

tact with the candidates' board members and a frank statement as to the why of the investigation. An applicant should supply personal data such as age, training, marital status and so on.

A summary of his accomplishments in the field of administration, a statement of his educational philosophy, his record of community service and public relations should also be furnished. He should study the prospective position so that he can intelligently outline what he would do in general if elected to the position. The manner in which he organizes his qualifications for the position is one of the best indexes of his qualifications for the position.—CHESTER F. MILLER, *superintendent of schools, Saginaw, Mich.*

## Successful Faculty Meetings

Can you recommend a procedure for organizing faculty meetings?—H.F.T., Ore.

1. Ordinarily, hold meetings at regular intervals.

2. But, have a definite reason for holding them and a definite program or topic for each.

3. Keep meetings short and to the point. They are usually held at the close of school, when there has been a regular day's work already.

4. Encourage teacher participation, insofar as possible. Don't do all the talking yourself.

5. Try to strike a golden mean between easy informality and stiff procedure.

6. Plan a minimum of routine administrative announcements or notices that can be handled as easily or better by bulletins which a teacher can read and keep for reference.

7. Don't spend most of the meeting time in fault-finding criticism of teachers' work or methods. Praise whenever you can.

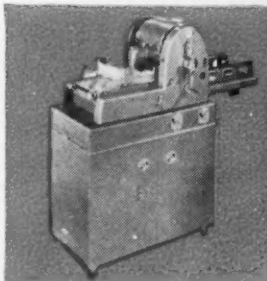
8. Delegating matters to teacher committees makes for interest and support and a feeling among teachers that they are actually participating. Don't be a one-man show.

9. Endeavor to make the meetings sufficiently constructive so that teachers will be willing to attend, rather than look on them as a boring duty, necessary to the job.—JAMES N. EMERY, *principal, James C. Potter School, Pawtucket, R.I.*

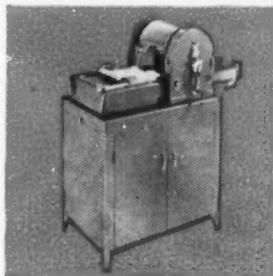
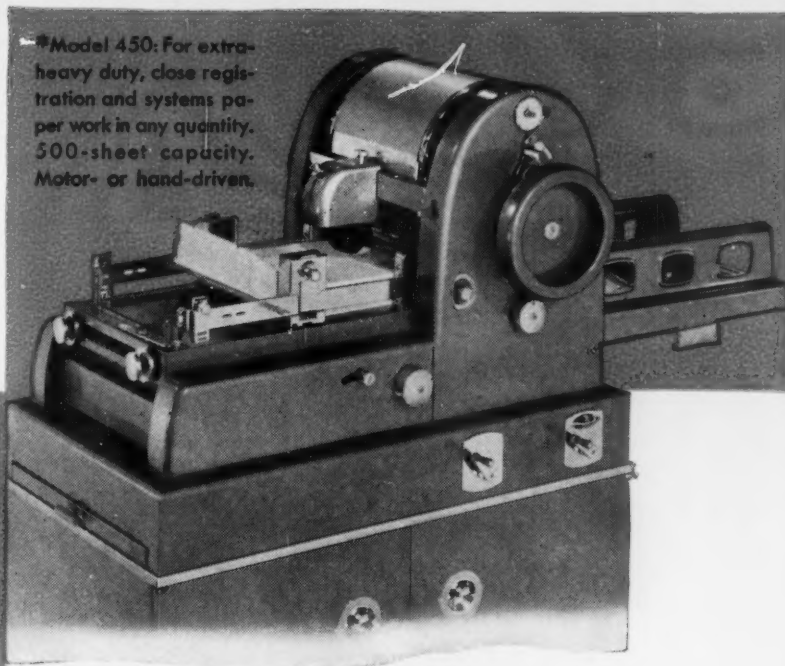
For a description of these procedures, refer to Mr. Emery's article, "Teachers' Meetings Can Be Enjoyed," in *The NATION'S SCHOOLS* for November 1947, pages 30-31.—A.H.R.

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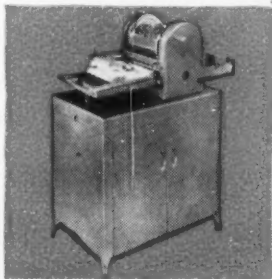
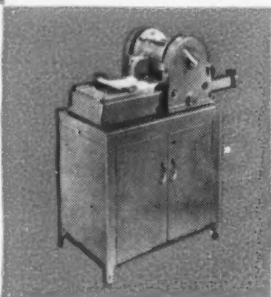
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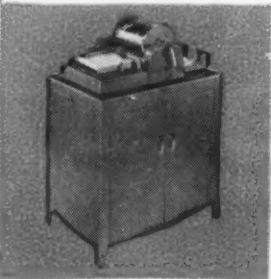


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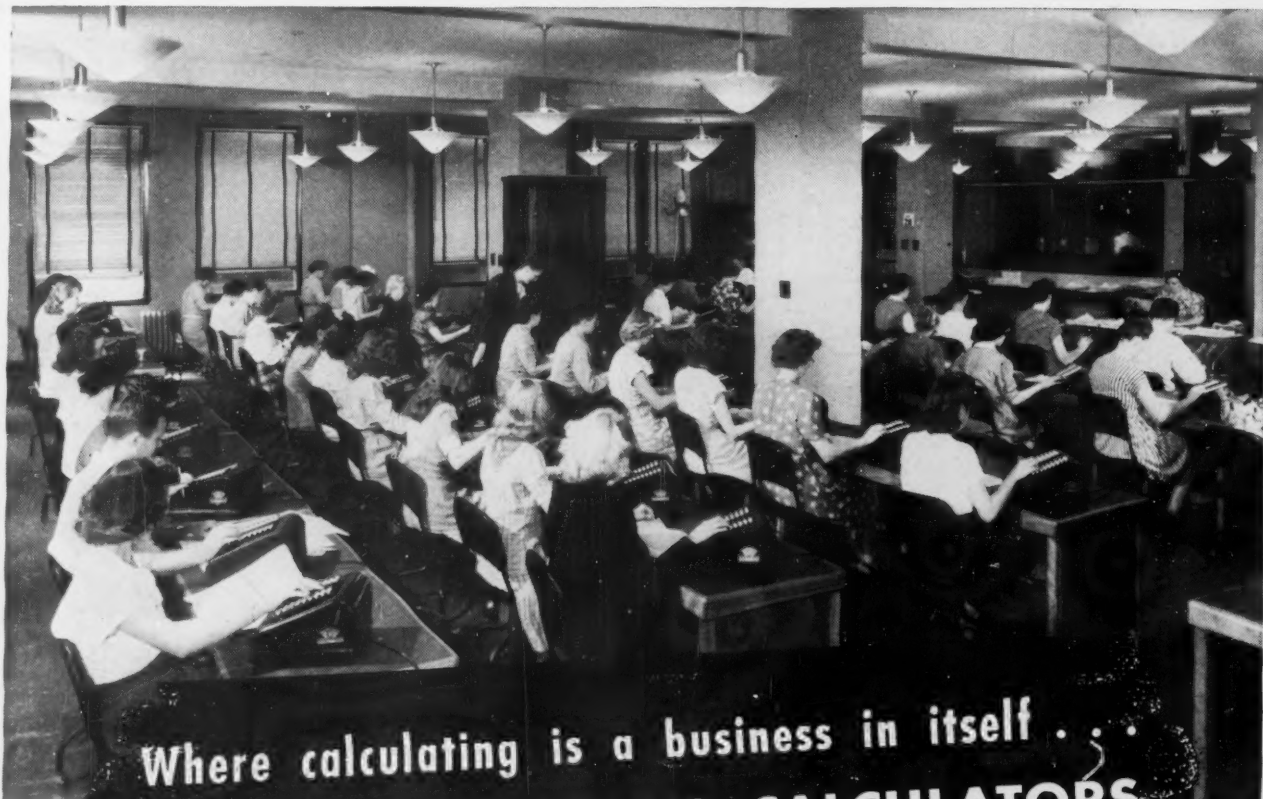
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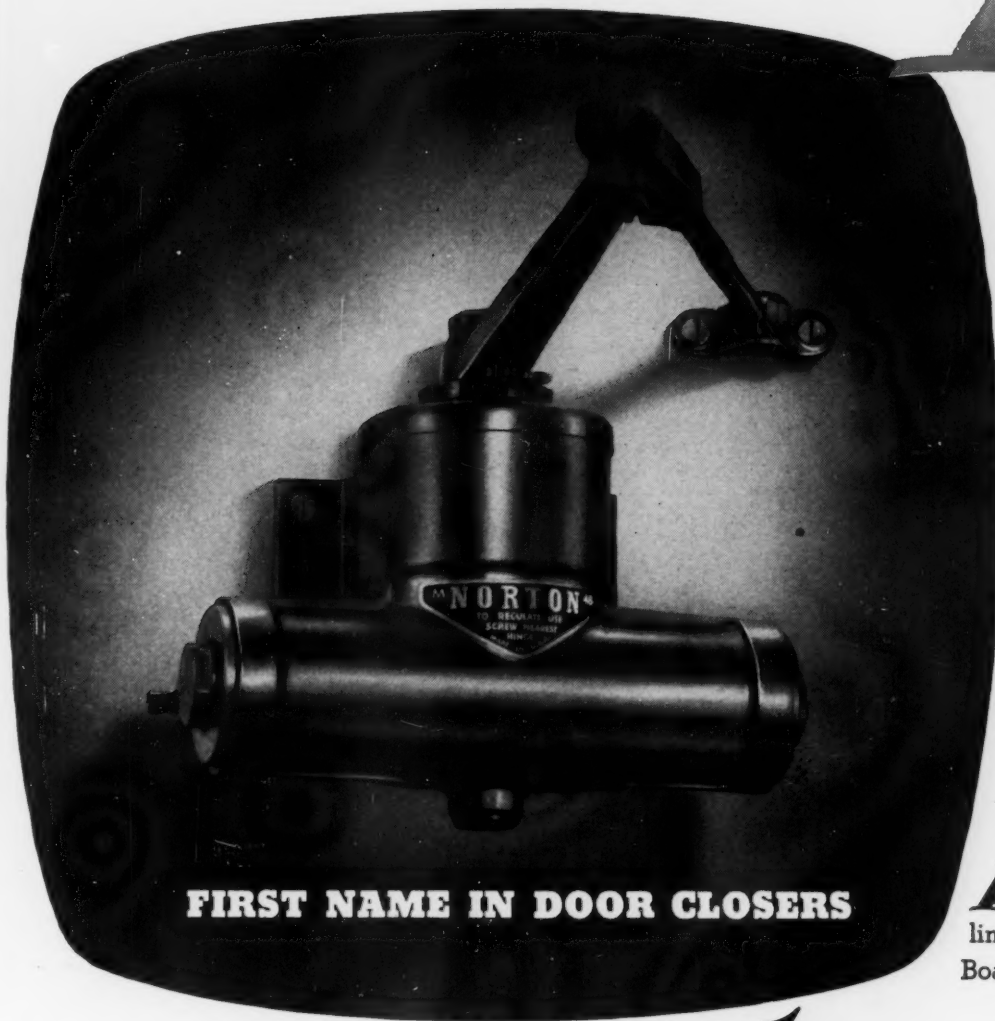


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# LOOKING FORWARD

## The Miller Case

**A**FTER twenty years as a member of the faculty of Teachers College, Columbia University, Associate Professor Clyde R. Miller was notified in April that his teaching contract would be canceled as of June 30, 1948. No valid reasons were given; no charges of incompetence or neglect of duty were brought; no opportunity was given Professor Miller for a hearing to protest the action taken.

In announcing the action of the board of trustees, Associate Dean Hollis L. Caswell stated: "Dr. Miller has not been active at the college since 1943. At the March 24, 1948, meeting of the college's board of trustees it was determined to terminate his appointment as of June 30, 1948. The action represented simply a normal course of events since the area of his work was dropped in 1943." Personal request to Dean William F. Russell for specific reasons for this action has failed to elicit any reply.

During his twenty years at Teachers College, Professor Miller, former Cleveland and Columbus newspaperman and director of public relations of the Cleveland public schools, has acted as head of placement, director of college publicity, and personal publicity man for Dean William F. Russell as well as teacher of educational sociology. He originated the popular courses at Teachers College in propaganda and public opinion which gave him a nationwide reputation as an authority on public opinion, propaganda, and intercultural relations. He was always closely associated with the liberal faculty group, including Professors Counts, Childs, Kilpatrick, Newlon, Rugg and Watson.

His professional contributions in and close relation to Teachers College include the following. He was one of the founders of the Institute of Propaganda in 1937 and served as its secretary and as editor of "Propaganda Analysis" until its demise in 1941. This nationally circulated journal attempted to analyze the major types of clerical, economic, political, sectarian and social propagandas for laymen as well as for teachers and administrators. Beginning in December 1939, Professor Miller acted as a "volunteer consultant" for five years to the internationally known "Springfield Plan," a public school teaching program designed to harmonize intercultural conflicts and develop better democratic citizenship through teaching toleration.

He was also one of the chief organizers of the League

for Fair Play, an organization designed to promote the democratic ideals of racial and religious tolerance. Professor Miller has also been an active member of The NATION'S SCHOOLS editorial board for 16 years and a regular contributor of articles on interpretation.

As a result of the fiscal and enrollment crisis created by the war, Professor Miller, along with other professors, was requested in 1943 to take a leave-of-absence without pay, a common practice not only at Teachers College but also at other institutions. The college continued to pay its share of his annuity and to permit residence in the college-owned faculty apartments. In 1944 Dean Russell eliminated the courses in sociology, public opinion and propaganda analysis taught by Professor Miller. Since 1943 Professor Miller has been educational director of the League for Fair Play. At the close of the war he requested return to active teaching. Dean Russell refused. Professor Miller renewed his request at the beginning of each semester.

Apart from his college work, Professor Miller has been active in the John Dewey Society, the League for Fair Play, the Methodist Federation for Social Action, the organization known as Protestants and Other Americans United for Separation of Church and State, and the Wallace third party movement, for which a number of college professors have been dropped in different parts of the country.

His influence in the development of courses in propaganda and in intercultural relations has been nationwide; his materials are used in many school systems. It will be difficult for the teaching profession to understand why courses of such social significance should be dropped from a teacher education curriculum at a time when they are so badly needed.

In the interests of fair play and time-honored college tenure procedure, the teaching profession, the public and Professor Clyde R. Miller are entitled to know the real reasons for his discharge and for the unwillingness of the college to offer him the right to defend himself in an open hearing before the board of trustees. Presentation of written charges and the right of the individual to defend himself is a legally established principle of tenure legislation. There is no ethical or professional justification for the manner in which the college administrative authority has conducted this case.



## Edward J. Flanagan

ONE of the country's great teachers and a friend of underprivileged boys died much too early when the Reverend Edward J. Flanagan, founder of Boys Town, was stricken by an acute heart attack in Berlin, Germany, on May 15 at the age of 61. Edward Flanagan came to the United States in 1904 from Roscommon, Ireland. Upon completion of his academic work through the master's degree at St. Mary's College, Maryland, in 1908, he spent two years preparing for the priesthood here and in Rome. After attending the Jesuit University in Innsbruck for three more years, he was ordained in 1912.

The housing condition of workmen attracted his interest upon assignment at Omaha, Nebraska. Two years later he established a comfortable, reasonably priced hotel for casual laborers. While engaged in this effort he came into contact with the problems of homeless boys. Floyd Starr had founded Starr Commonwealth near Albion, Michigan, in 1912 for delinquent boys, and five years later Edward Flanagan started a small home for boys in an old Omaha house. A group from Boys Town visited Starr Commonwealth shortly after organization and later adopted the original Starr motto: "There is no such thing as a bad boy," for presentation in the play "Boys Town." Later, Reverend Flanagan decided that the country was better than the city and obtained some land 10 miles west of Omaha where he opened the now world-known Boys Town.

He had found the work he liked best, and to it he devoted the rest of his life. His contagious Irish enthusiasm kindled a similar feeling, first, among Omaha's citizens and, later, throughout the country. Boys Town, operated on a nonsectarian basis, soon drew generous support from many sources. Thousands of "honorary citizens" of Boys Town today contribute small and large sums annually to its support. Its continuation and expansion will be the kind of tombstone Edward J. Flanagan would have liked, and he was buried in the chapel where "the boys can visit me."

## The Mundt-Nixon Bill

THE Mundt-Nixon Bill (H.R. 5852) which was sponsored by the Committee on un-American Activities of the House of Representatives and hurriedly passed by a vote of 319 to 58 on May 19 is one of the most dangerous antidemocratic measures introduced into the Congress since the Alien and Sedition Laws early in our history.

On its face the bill is designed to safeguard democracy by controlling subversive activities by communists. Far from affording such protection, it will actually help to destroy the American way of life by providing for dangerous and undemocratic thought-control and police-state regulations. It departs from the concept and practice of American law, which holds an individual innocent until guilt is established in a regular court of law, by substituting the unlicensed power of "finger pointing" and "smear" by a congressional committee operating under congressional immunity from facing damages for libel. It would establish guilt by the undemocratic principle of mere association without legal proof and without the safeguards of court and jury. It would destroy freedom of teaching and learning.

There are sufficient legal safeguards to ensure the safety of democracy. Even beyond mere law the greatest strength of American democracy lies in the hearts of the more than 90 per cent of the people who believe in freedom and are willing to sacrifice to maintain it. Americans are adults. They need no clerical, economic, political or police thought-controls to support and improve American institutions.

Instead of passing the Mundt-Nixon Bill, it would have been much more constructive and valuable if the House of Representatives had implemented the report of the President's Committee on Civil Rights. A positive program of this nature would really help eliminate those weaknesses in our current functioning which are open sores and invite infections. Fair play and equal opportunity for minorities and other underprivileged groups and the elimination of economic, racial, social and religious discriminations will do more to destroy any danger from communism than a barrel full of police laws and a dozen committees on un-American activities. The Senate has shown wisdom in holding the hastily voted Mundt-Nixon Bill in committee.

## Summer Reading

THE vital struggle of democracy against totalitarianism of the right and of the left cannot be predicated on the ignorance and intolerance bred by the negativism of hate campaigns. Both fascism and communism represent ideas that must be thoroughly understood if their implications and threats are to be coped with constructively.

Negative propaganda has already created so much emotion, because of a dearth of factual knowledge, that this recent incident in a university town has been made possible. The A.A.U.W. was debating the suggestion to study Russia next year, when the wife of a dean stated: "We just can't study Russia. If we did, no one would speak to anyone else after the meetings." If this is a prevalent state of mind, it is an alarming commentary both on American secondary and advanced education and on educated American adults.

The negativism of the official "we-are-against-communism" crusade can only be made intelligently positive by a comprehensive knowledge of Russia, her program and her problems.

Five books are recommended. F. S. C. Northrop's "The Meeting of East and West" (New York: The MacMillan Company) furnishes a basis for intercultural understanding and indicates the need for teaching the contributions of all races and religions. If this writing could be simplified, it would also be excellent reading for upper secondary and college classes. Porter Sargent's "Between Two Wars, or the Failure of Education" (Boston: Porter Sargent) is a comprehensive anthology of a generation of American educational thinking, demonstrating the ineffectiveness of certain educational concepts and academic practices. While devastating in its total implications, it is essential to achieving a better understanding of ourselves and to stimulating realistic thinking.

The late Sir John Maynard, who lived in Russia many years, has written the best balanced book on Russia. His two earlier volumes, first published in England, have now been combined into one book as "Russia in Flux" (New

York: The MacMillan Company). It is a story of Russia before and after the Bolshevik revolution which presents impartially both the good and obverse sides of the total picture. His treatment is scholarly without being pedantic.

Another Englishman, Edward Hallett Carr, professor of International Politics at the University College of Wales, has attempted in "The Soviet Impact on the Western World" (New York: The MacMillan Company) to indicate the political, economic, social, ideological and international effects on Western culture of Russian theories and practices. He does not attempt to evaluate "the merits or demerits of the Soviet achievement, but the extent of its significance for Western civilization."

John Somerville, Columbia University Fellow, spent two years in Russia studying the people and gathering materials for his book on "Soviet Philosophy" (New York: The Philosophical Library). This investigation was financed by the William Bayard Cutting Traveling Fellowship. As a first book on Soviet philosophy, Somerville claims that this contribution "is an exposition of Soviet philosophy, not a polemic against it. If there ever was a subject on which we have had too much heat and too little light, it is this one."

He further states: "... the only question which we in America, as a sovereign state, are morally obligated to raise in our international relations is: Can we live in peace with this philosophy? I am suggesting that we have no moral right to fight people because their philosophy is different from ours, except if it is a philosophy advocating military aggression as a deliberately chosen value, as a desirable form of self expression. For example, it is impossible to study the philosophy of nazism and fascism without realizing that it is exactly of that character. Soviet philosophy is not. In my judgment these two truths underlie all other truths in the field of international relations in the atomic age."

### They Call It Teaching

TOWARD the close of the last school year some parents in the public schools of Garden City, Michigan, complained to the board of education against the physical punishment meted out to their children by teachers angered by minor infractions of conventional academic discipline. Parents claimed that the teachers shook the children up, tossed them against the cloak hooks and the walls. Their legal protest brought considerable publicity to the school.

In testifying against the charge of "the cruel and unreasonable" treatment of children, the chief offender merely declared that "I merely shook them up good." Other teachers testified that "it is common practice to shake and paddle the pupils, tape their mouths shut and tie them to seats." A former principal contributed the information that "We use any method of punishment that does not really hurt the children. They are tied to seats if they don't stay in them."

Additional testimony gave the picture of a school run as it was in the Nineties where teachers showed little more than minimum technical competence, had little equipment, a narrow curriculum, and limited books and supplies. All of the knowledge gained in progressive schools and through

psychological experiments during the last generation had apparently never been heard of by these teachers or else had been casually brushed aside as too hard to master.

Conditions such as these grow from teaching and administrative incompetence. We have yet to observe a master teacher who ever needed mouth-taping, seat-tying, switches, the flat of the hand against a child's face, or the throwing of children against the nearest wall as part of good teaching method. On this subject we speak with feeling because there is still a head scar resulting from being thrown against a coat room wall covered with hooks by a teacher with an uncontrollable temper in the same type of school against which these parents protest.

Poor equipment, limited teaching materials, narrow courses of study, and marginally prepared teachers do not produce a combination for good schools. Neither does striking or other violation of personal dignity provide good methods for teaching democratic competency. Teachers and administrators might well adopt the slogan: Good Teachers Do Not Need to Use Corporal Punishment.

### Poor Interpretation

THE early summer breeze blew before it a piece of crumpled white paper. We rescued and read it. Here it is, unchanged except for names and location.

#### SPECIAL SCHOLARSHIP REPORT

*Shirley Doe* is not doing satisfactory work in *Child Care*. His/Her mark for the semester to date is *D*, and for the present marking period to date is *E*. I believe the deficiency is due to *lack of interest*. *Shirley never takes part in discussion or has anything to contribute to class. Two unexcused absences do not help. She goes to sleep often in class.*

TEACHER: SALLY PRUEM.

It looked as if the bearer, thoroughly aware of the report's uncomfortable implications, had quietly crumpled and dropped it in the street where it could do no harm.

The report came from a large city secondary school where sufficient administrative and teaching intelligence should exist and be used to discover why there were "unexcused absences" and why Shirley "goes to sleep often in class," before complaining to her home. The very class "Child Care" might well mean more than cold textbook practice. This home-contacts report is entirely negative in its psychological approach to the parent and unintelligent in its instructional implications. It is devoid of either diagnostic or constructive procedure.

It violates the principles of intelligent social administration and constructive interpretation. It indicates narrow compartmentation in which one department has little understanding of the school as a whole. So long as home reports are prepared to give technical protection to teachers and administrators, instead of attempting intelligently to solve instructional problems through constructive contacts with the home, both interpretative and instructional efforts will continue to suffer.

*The Editor*

# TEACH HEALTHFUL LIVING ON A PSYCHOLOGICAL BASIS

MUCH has been written and a great deal has been said about the inadequacies of the health program in the typical public school. Most vocal are the various health education associations. These organizations frequently decry the lack of appreciation for the needs of an adequate program. They present the problem in terms of the number of dollars spent, the amount and quality of physical facilities, and the number of hours a week devoted to the program.

Various educational agencies also have drawn attention to the general apathy which exists toward a proper health program in the schools and to the inadequate financial support which is given to it. The National Education Association<sup>1</sup> has reported:

"Many causes of poor health among tomorrow's adults can be discovered now in examination of school chil-

dren. The Children's Bureau estimated in 1944 that 10,000,000 boys and girls under 21 years of age have defective vision, and that 2,000,000 more have impaired hearing. Of this number, some 17,000 are said to be deaf. Congenital syphilis is reported to affect almost 1,000,000 children, and 500,000 have orthopedic defects or spastic conditions. Four hundred thousand are said to have tuberculosis, and about three children out of four have dental defects."

In an article in the magazine *School Life*,<sup>2</sup> forty-three states reported expenditures for school health services. The per person expenditure for health services for all children, between the ages of 5 and 17, amounted to \$0.78 per year and ranged from \$0.018 in one state to \$3.07 in another. Ten states reported spending more than \$1 per student, and nineteen states reported spending less than \$0.50 per student. Expenditures for health serv-

<sup>1</sup>Health Needs of School-Age Children and Recommendations for Implementations, *School Life* (November) 1945, p. 2.

## CLARENCE E. HINCHEY

Principal, Nott Terrace Senior High School  
Schenectady, N.Y.

ices reported by state departments of education amounted to eight-tenths of 1 per cent of the annual average educational expenditure per student.

The responsibility of health associations and of interested individuals does not end with simply pointing out the existence of shortcomings in the health programs. A partial diagnosis, unless followed by a carefully thought out plan for treatment, is of little value.

The purpose of this article is not to lament the financial inadequacies of public health education, but rather to point out that there is an approach to the health problem which can be made immediately without waiting for more favorable budgets. The immediate approach is to re-evaluate the teaching technics and procedures now used. The teaching of health should be presented on a psychological basis which will provide for constant ac-



Students should be encouraged to seek out major health problems in the community, to collect firsthand information about them, and plan a course of action to be taken.



ceptance of principles taught and whole-hearted participation on the part of the students.

Good health habits are just as much a matter of *attitudes* and *emotional responses* to situations as they are of *knowledge* of right and wrong about health practices. Schools have imparted to students a considerable amount of knowledge on health matters but have had less success with respect to imparting attitudes and the emotional willingness to practice proper health habits.

A typical health class is a combination of botany, zoology, physiology, bacteriology and first-aid methods. Students spend hours acquiring some vocabulary in each of these subject areas, learning to spell technical words, drawing pictures of parts of the human anatomy, discussing first-aid methods, and, in rare instances, seeing demonstrations of first-aid methods. It is possible to "have a course in health" without referring to school or community health statistics, without acquiring any firsthand knowledge of group efforts to control communicable diseases, without acquiring knowledge of the needs and the efforts to provide proper sanitation laws, and without attention to good health practices in the school.

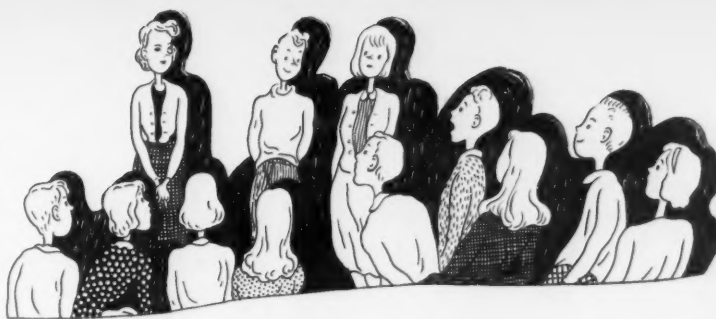
A casual survey will reveal considerable material for the consideration of a health class in any school building and in any community. A few questions which may deserve the attention of a health class are given in the adjoining columns.

#### DISCUSSIONS BENEFICIAL

If the class is conducted solely by a question and answer procedure, some benefits will accrue to the students. If the opportunity is given for reasonably complete discussion of the problems involved, more benefits will result.

If students are encouraged to seek out major problems, collect firsthand information about them, plan a course of procedure to correct and improve conditions, and then are encouraged to carry their plans through to action and to desirable results, much more learning and emotional conditioning will result. Learning reinforced with emotional stimulation is more lasting and is more likely to result in a change in attitude and practice on the part of the student.

The foregoing approach to health teaching is not dependent so much



#### Questions for Class Consideration

1. Do the workers in the school cafeteria have a physical examination regularly? Do they remain at home when ill?
2. Are the dishes, floors and utensils of the cafeteria properly cleaned and sterilized? Is such attention necessary?
3. Is provision made for students to have showers and clean towels after physical exercise?
4. Is exchange of gymnasium clothing permitted?
5. Are classrooms overheated or underheated?
6. Is the humidity of the classrooms regulated?
7. Does the ventilation system of the school recirculate the air already used in some classroom or toilet?
8. Is the artificial light sufficient? Does it shadow the desks?
9. Is the school furniture likely to create improper posture because of type, shape or size?
10. Is the condition of the athletic field such as to cause injuries to students?
11. Are the stair treads and stair railings in the school in a condition to create accidents?
12. What are the traffic conditions which prevail in the neighborhood of the school?
13. Is attention given in physical education classes to preventing undue strain or injury?
14. What are the eating, sleeping and work habits of individual students?
15. What is the community practice with respect to working conditions for young and for adult workers?
16. What are the needs of the community with respect to public clinics, social services, adult education?
17. What provisions are there, and what are planned, with respect to sewage disposal, drinking water supply, fire, police, and sanitation services?

upon the size of the budget or the facilities supplied as it is upon the imagination and the initiative of those responsible for the program. If there is a real desire to improve and increase conditions essential for healthful living, there must be a willingness to integrate the program with the school community and the work-a-day world.

If an emotional response (a primary factor in the learning process) is desired, the instruction must be so organized as to be purposeful and

functional. Goals must be achieved, and satisfactions must be gained if the learning process is to be constructive.

Attention to the psychology of the learning process and consideration of the organization of teaching materials and methods for fully utilizing knowledge already possessed will go far toward improving habits of healthful living. Educators will then experience some of the satisfactions of a job well done. People will then be really concerned about healthful living.

# HOW TO PREVENT STATIC TEACHING

ROBERT F. MENKE

Assistant Professor of Education  
Arizona State College, Tempe

WHEN we realize that approximately 3 per cent of the population of the United States is engaged in some form of teaching, and that teachers spend more time with children than do their parents, we see that school administration has a tremendous responsibility for assuring competent teaching personnel. One method of meeting this obligation is to provide an adequate program of in-service training.

Members of no other profession have a greater opportunity for self education than do teachers. Their environment is conducive to intellectual achievement and growth.

Because preparation for teaching is vital but at the same time inadequate, it is necessary that there be an opportunity for continuous in-service growth. Teaching efficiency cannot remain static. A knowledge of different teaching methods, plus new and better educational experiences, should keep the teacher constantly alert to improve his teaching ability, for it can be said with all truthfulness that *a teacher once prepared for teaching is not always prepared.*

## TEXT-BOUND TEACHERS

A few teachers still use the cut and dried methods presented to them years ago in their teacher training institutions. They are so satisfied to be text bound that the only other book they consider necessary is the teacher's manual which accompanies the text.

Others allow themselves to become rutted so deeply in old methods that they are unable to see beyond their own noses. They do not allow themselves the pleasure of becoming intellectually stimulated, and thus they pass into the group that we consider poor teachers.

There are also those who have a desire to progress but feel uncertain and unprepared and need to have their self confidence strengthened. And finally, there are teachers who

need to be provided with opportunities for advanced work along specific lines.

Realizing that individual differences exist among teachers as well as students, the administrator must help promote the development of each. He must, through his democratic administration, provide all individuals with an opportunity to think and to develop.

## RESPONSIBILITIES ARE CHANGED

The responsibilities of the teacher in a democratic school have changed from merely hearing lessons, assigning material to be recited, and catechizing the learners to trying to understand those he teaches, finding some basis of interaction with the learner, and helping him develop ability to face and deal with his own situations and interests. The school today must be a laboratory for developing the highest possible level of democratic living. This can be done only through the cooperative efforts of the administrator and his teachers.

Thus, the administrator has a two-fold responsibility for providing for

means by which he will be able to help himself and his teachers grow. Second, he must encourage and help teachers and others in the school to keep professionally alive and growing.

Because most people need to be stimulated and helped, the school administrator must be willing to help his teachers with every means at his disposal. There are many ways in which he can do this. It has been said that one of the principal avenues for professional growth is reading; therefore, teachers should be urged to read, not only professional material, but any material that is stimulating.

They should be encouraged, but not forced, to join local, county, state and national education associations which publish professional journals. Some school systems provide magazines and books for teachers' use; however, unless some definite plan is followed to make certain that the attention of all the teachers is called to them, they are often read only by a certain few. The administrator should assume the responsibility for effective use of the reading material provided.

## READING IMPORTANT

Although it is helpful to post on bulletin boards at the beginning of the school year a list of reading material which will be available during the year, this is not enough. An administrator, after looking over the material, can direct articles dealing with problems of interest to particular individuals. He can encourage the board of education to allot funds for purchasing materials that will be helpful.

The administrator can also aid the teacher by encouraging him to improve himself through daily preparation for his classes. This does not mean that the teacher has to spend all of his time in preparation, but that he be able to present to his students ideas and activities which not only will help them but will be at the same time highly stimulating to himself.



teachers' growth in service. First, he must keep himself growing professionally. Even though he has many duties and responsibilities, he should be far sighted enough to see that he has time for reading professional magazines, attending conventions, making school investigations, visiting other schools, attending summer school, and taking advantage of any

Various mechanical devices can help the teacher vitalize instruction. The administrator's responsibility is to see that instruction in his school system is enriched through the use of them. Although motion pictures can be effectively presented to several groups at a time, the benefits are far greater when the films are shown in the classroom as the need for them arises. However, if they are to be used in this way, each teacher must learn to operate the projector.

#### OPEN MIND AN ASSET

If a teacher expects to keep intellectually alive, it is necessary that he keep an open mind so that new theories and changes in educational methods can be understood. The administrator should encourage research on new theories and methods. Usually, changes in methods come from universities and colleges, partly because their professors have conducted research in the educational field. These professors are specialists and they usually have the supplies, equipment and assistance for this type of work. However, a great opportunity is offered to wide-awake teachers and administrators in the secondary and elementary schools to develop methods and techniques of their own, because they are working in situations which are favorable to new thoughts and ideas—situations which often do not exist in the college or university.

#### MORE RAPPORT NEEDED

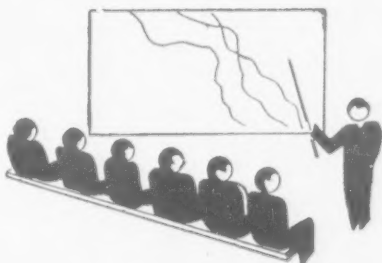
One means of achieving multiple in-service growth for all teachers is through supervision, with emphasis on the total learning situation. One of the tests of leadership in this field is whether it leads to a better type of in-service education. Supervision must be carried out in a constructive and cooperative manner. A state of rapport must exist between the teacher and administrator or supervisor if the in-service training program is to be successful. Too often supervision is directed toward showing up the teacher's weaknesses, causing discouragement rather than encouragement.

Observation of other teachers at work provides another opportunity for teachers to grow professionally while in service.

The administrator should provide for growth in service by delegating responsibility through committee work. Much of the work of administration can be done by committees through

the democratic participation of all those who will be affected by the decisions made in committee.

Teacher participation in discussion of school policies and problems cannot



fail to give more zeal and interest to teaching. Teachers' meetings should fulfill two purposes. The first is to assist in solving the administrative problems of the school and the second to help those who attend. It is the administrator's responsibility to see that both purposes are served. The meetings should deal with educational policies and problems which are of interest to the majority of the group. Meetings of the "grumbling" type or the lecture-by-the-administrator type should be avoided as much as possible.

Conferences denote a closer relationship than do meetings. No administrative duties should interfere with a two-way talk between an administrator and a teacher who has come to him for suggestions on how to stimulate greater growth in a student's social adjustment or for help in developing a particular activity. There can be no better opportunity for cooperation, which means, literally, working together.

#### RECOGNIZE SPECIAL GIFTS

In every group of teachers, there are a few who have special abilities or special training to do some work extraordinarily well. An alert administrator should be quick to recognize such talent and should plan to make use of it in the school program. Such a teacher should be relieved of some of his other duties.

Another way in which teachers can broaden their backgrounds is through travel. The administrator and school board should be instrumental in encouraging travel in the summer months, for travel gives teachers an insight into other people and other environments. School administrators and school boards also should provide some type of incentive for teachers to take summer courses and correspondence work.

All this can be done in part by salary adjustments.

The most significant factor in the improvement of the curriculum is the growth of the teacher himself. Unless the teacher is expanding his interests, deepening his insight, and modifying his views, little real improvement in the curriculum may be expected. Therefore, the first concern of those wishing to develop the curriculum is the continuous growth of the teacher.

In all schools there are some teachers who do not want more opportunity for participation in the solution of curriculum problems. They dislike the added responsibilities that it would bring. They are constantly asking that someone give them a sure-to-cure solution of their problems.

#### LEADERS ARE IMPERATIVE

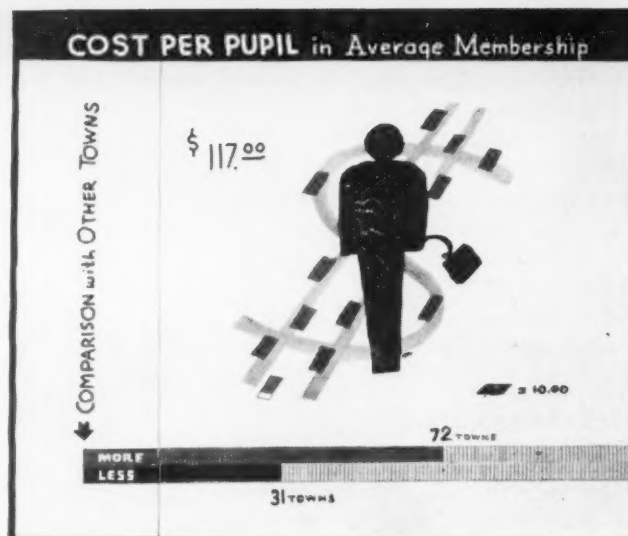
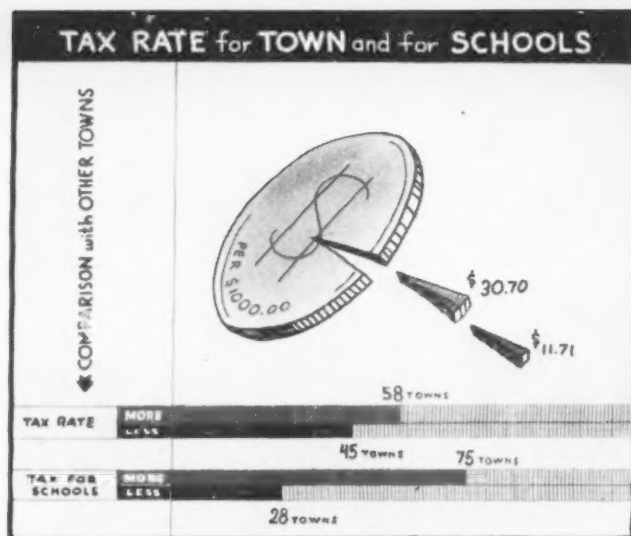
There are other teachers, placed solely for political reasons, who are not particularly interested in the all-round development of the student. Such conditions make it imperative that leaders be provided who can constantly stimulate, guide, suggest and keep the procedure sound, having faith in the outcome. Curriculum study under such leadership will ensure teacher growth.

In conclusion, it is the administrator's responsibility to see that teachers in general become aware of the need for growth. Administrators and teachers, in turn, must utilize every possible means to achieve this growth while in service. The resulting benefits will be shared by students and others. The individual teacher will have greater respect for himself. He will also have a joy in teaching, win the increased respect and confidence of students and parents, and feel that he is helping his profession meet the needs of a changing society.

#### TODAY'S NEED

We need today schools that can function in creating and remodeling such areas of community life as need attention. The student needs to live more happily in school, to acquire the fundamental skills and learnings, to develop his creative abilities and interests, and to function as a member of a social group. His school life, besides having immediate values, will make him a well rounded personality, alert to problems of our social organization, and will increase his desire and ability to cooperate as an adult in their solution.





Slides showing cost break-downs and tax loads drew attention to the schools' financial status.

## PICTURES GIVE PUNCH TO SCHOOL CAMPAIGN

OWEN B. KIERNAN

Superintendent of Schools  
Wayland, Sudbury, Sherborn, Mass.

IN COMMUNITIES all over the nation, battles are being waged to provide adequate educational facilities, now.

Citizens in many towns and cities are widely split on the issue, and in New England the Town Meeting has become the battleground. School officials, parents, parent-teacher organizations, and sympathetic patrons are demanding new schools, the construction of which has been long neglected. With "economy" as their watchword, equally militant groups have enlisted tax-conscious voters to oppose vigorously any school expansion at this time. They argue that building costs are continuing to skyrocket. They suggest that new buildings be delayed until some uncertain future date when these costs supposedly will be sharply reduced.

Recognizing that battle lines had already been drawn, our community approached the problem by appointing a nine-member school planning committee. Three members of the school committee, the superintendent of schools, a member each from the town planning board and finance committee, and three members chosen at large comprised the school planning committee. The last named members were chosen on the basis of sectional representation.

A fourfold program was agreed upon, which hinged on the following questions: (1) What is the need? (2) What can we do about it?

(3) What will it cost? (4) Can we afford it?

Separate surveys were organized to probe each area thoroughly, and, after careful study, facts and figures were produced showing population trends, effect on school enrollment, present and future school organization, alternative plans, cost of construction, later operational costs, financing technics, and our financial ability to underwrite an adequate educational program.

After several meetings it became increasingly apparent that our public relations was in need of restyling. Facts and figures, when presented from the speaker's rostrum, become dry statistics and are likely to fall on deaf

ears. To overcome this, the committee's findings and recommendations were reviewed carefully and 2 by 2 inch colored slides were developed to cover every phase of the program.

To depict the needs, several cartoons portraying the effects of sharply increasing population trends were produced. On the lighter side, an immediate shift to a serious appraisal of the effects of this growth on school enrollment was made, and map studies and growth projections were developed.

Every conceivable solution to the problem was worked out and presented in "Best Buy," "Acceptable" or "Not Acceptable" fashion. The "Best Buy" was presented in detail, showing present plant facilities, sketches, floor plans, and elevations of proposed additions.

The cost slides showed break-downs in terms of overall cube, general facilities, and later operational costs, including the tax load for a period of from fifteen to twenty years. In order to prove our financial ability to underwrite such construction, a comparison study was drawn involving the 103 other towns in our class within the state.

These figures demonstrated the fact that our requests were well within reason and in no way out of line comparably. The costs of delayed action, both educational and financial, were incorporated in this phase of the program. Cartoons in lighter vein again, but serious in consequence, concluded the slide projections. These clearly



Cartoon "Our Classrooms—1949."

established our effort as not of the begging variety, but as democratic in principle in asking the citizens of the community to approve an educational project guaranteeing good schools for all the children.

Next an attempt was made to appear before every organization in the community and present our program as an illustrated lecture. Real interest was sparked and committee members carefully noted constructive suggestions offered during the question period at each meeting. These suggestions were incorporated and the slides were re-



Cartoon "It's Your Baby!"

drawn. Proponents and opponents participated in the discussion meetings before the issue came up for decision on the floor of the Town Meeting.

That all factions in a community can be welded together by a constructive and well organized campaign was conclusively proved the night of the meeting. The first vote on the proposed \$750,000 construction program was an overwhelming 430 to 2! A second vote was immediately taken on this, the greatest single appropriation in the town's history. The result—unanimous approval! Slides had told the story.

## Resignation Interpreted as Protest

A DISQUIETING atmosphere has settled over the U.S. Office of Education. Troubling the working staff of federal educators are the following.



John W. Studebaker

1. The resignation of Commissioner of Education John W. Studebaker, following a sharp disagreement with his superior, Federal Security Administrator Oscar Ewing. The break came after Commissioner Studebaker insisted that the Administrator cannot take away from the Office of Education functions assigned to it by law.

2. An order by Administrator Ewing transferring educational publications and informational activities to the Administrator's office. As a result, the monthly magazine, *School Life*, and the preparation of technical educational bulletins will go under the supervision of one of the Administrator's assistants.

Commissioner Studebaker had protested this order on the ground that organic laws creating the Office of Education also authorized informational and publications functions and that these cannot be taken away without Congressional approval.

However, Administrator Ewing answered that the move was necessary "because of the need to consolidate all the publication and reporting services among the several units of the Agency." This action, he said, "is the first step in the direction of developing an integrated Agency service."

Unofficial reports are circulating that among the next services which might be transferred from the Office of Education to the Administrator's office are those dealing with films and radio, health education, and the auditing of vocational education grants.

In his letter to President Truman, June 21, the Commissioner stated: "Along with too many other men, the time has now come when I can no longer afford to remain in the federal government. Accordingly I respectfully submit herewith my resignation as Commissioner of Education to become effective not later than July 15."

Dr. Studebaker told the President he was glad to have played a part in achieving three major results during his work as U.S. Commissioner of Education since 1934. He described these as: "First, a sound organization of the Office; second, the necessary relatively high salary classifications for employees, all of whom, except the Commissioner, are on Civil Service, and third, procedures for program planning and management that would render the administration of the Office efficient and its work in general expressive of the most urgent current needs to be met in improving American education."

The President replied as follows: "My dear Dr. Studebaker:

"This will acknowledge receipt of your letter of June twenty-first, in which you submit your resignation as Commissioner of Education, effective not later than July 15, 1948. The Federal Security Administrator, Mr. Oscar R. Ewing, had previously advised

me that you had planned to resign because of the financial sacrifice which your continuing in government service involves. I regret that you are compelled to resign for this reason but I can fully understand the situation and am, accordingly, accepting your resignation effective at the close of business on July fifteenth next.

"I certainly congratulate you on your fourteen years as Commissioner of Education—years filled with events that have had tremendous impact on education in America. During this time your office has made great contributions in the cause of education. Not the least of these contributions was its part in the training of some 14,000,000 men and women for war jobs.

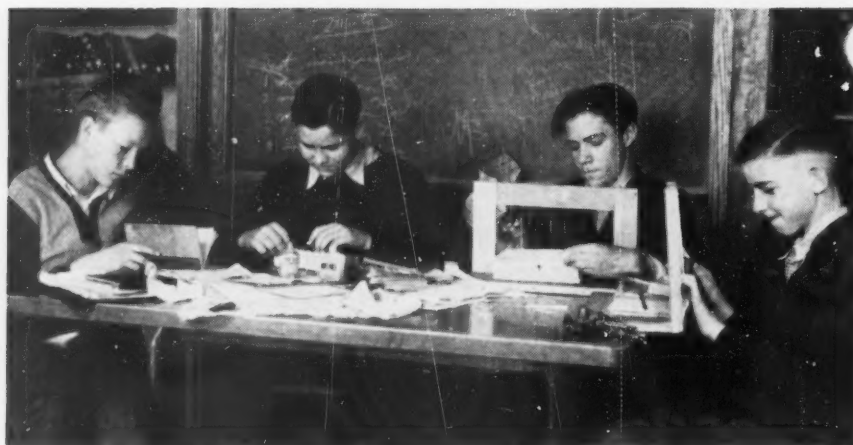
"It was this program that broke the bottleneck caused by the lack of trained workers and made possible the vast production of planes, ships, tanks and guns which contributed so much to our victory. You and all others who helped make this program succeed deserve the everlasting gratitude of the American people.

"As you leave public office to resume private pursuits, please be assured that I wish you every possible success."

Very sincerely yours,

(Sgd.) HARRY S. TRUMAN

In a formal statement entitled "Why I Leave the Government Service," Dr. Studebaker announces that he is turning his "energies to another frontier of education" and will serve as vice president and chairman of the editorial board of *Scholastic Magazines*. —B.P.B.



A group of high school students is shown working on problems which they planned under the supervision of their instructor.

## A LABORATORY IN HUMAN RELATIONS

KERMIT A. COOK

Associate Professor of Education  
West Virginia University

THE Demonstration High School at West Virginia University, Morgantown, W.Va., is in reality a laboratory in human relations. Trainees experience all the elements associated with learning and teaching. They are provided opportunities to live and work with students and teachers in a democratic situation; to participate in the organization and control of the school; to share in school-community relationships, and to study children as developing organisms. They participate in the school program as it operates to modify all aspects of human behavior.

They have the careful guidance of a superior staff of teachers, administrators and supervisors.

### THREE TYPES OF TRAINING

Facilities of the Demonstration High School provide for three types of training for university seniors and graduate students:

1. Practice in student teaching and in the supervision of instruction.
2. A laboratory where university students, educators and others interested in educational development may observe and study sound practices in secondary school education and may pioneer in programs which offer promise for the future.
3. A laboratory for research in evaluation, method, child growth, and

in the development of the curriculum.

The program is intended to provide the type of training that will enable future teachers (1) to do in a superior way the work they will be expected to perform in the normal course of directing learning and (2) to look beyond current educational horizons when planning and directing school programs.

### CURRICULUM FOUNDATIONS

The fundamental consideration in the development of the school's curriculum is that the child is the center of the school. His home and community life, his interests, capacities and needs are basic. The child as an individual receives first consideration, his membership in the small group second, and as a part of the larger group third.

A rich life for today and a rapid growth to maximum capacity with careful guidance toward the future are ideals for each child and for the groups in which he lives. Intelligent personal self-direction is the guiding principal basic to his continuous educational growth.

As an individual and as a member of the group, the child feels the need for the curriculum, plans it under the guidance of the teacher, and undertakes to make it a part of his daily life. Subject matter content and ac-

tivities thus selected are well sifted and carefully evaluated, are rich and vital for the child, "dynamically meaningful" and always serve as a means to an end.

The curriculum is not arranged in typed or printed courses of study. Curriculum content and activities are found in the state high school courses of study, books, textbooks, newspapers, magazines, encyclopedias, dictionaries, audio-visual resources, field trips and excursions into the community and larger areas, and in all the recognized learning experiences and activities in the life of the school as a civic and social unit.

### MEANINGFUL PROBLEMS

These sources are drawn upon and organized by teacher and student into meaningful problems, the solutions to which develop in the student reflective and critical thinking, basic skills in learning and expression, and desirable social adjustment.

The teacher in the Demonstration High School regards her profession as the ultimate source of those stimuli which will enable mankind to attain progressively higher levels of human behavior. She feels heavy responsibility for the growth of the child and of all members and various classes of society.

She has faith in the capacity of the



student to learn, challenges his thinking and is always alert to sense teaching and learning situations. She is open minded in controversies, tolerant toward others and recognizes that her first responsibility to the profession is continuous growth.

The teacher assists the student in planning his program of studies. She is ever aware of individual differences in needs, interests, capacities and aptitudes and knows that "teaching is directing learning, not dictating it." She never loses sight of the fact that the highest service she can render consists of helping young people set up and attain objectives which are dynamic, reasonable and worthwhile.

#### DEVELOPMENT OF METHODS

The philosophy underlying the method is the same as that which determines curriculum content, activities and experiences. Teachers and students cooperatively define problems to be studied, determine purposes and plan methods of study. Student initiative and resourcefulness in planning and carrying out activities are emphasized and constitute a major area of student growth and development. In planning methods of problem study, the teachers at all times guide, challenge and encourage; they purposefully refrain from telling, dictating and commanding.

The activities and content of the curriculum are organized around units of work initiated, planned and evaluated by teachers and students. Units may be built into mimeographed or printed syllabuses, but a unit is not considered completely developed until the study of the problem has been completed.

The unit consists of a group or chain of planned, coordinated activities undertaken by the learner to obtain control over a life situation. In the process of unit development, individual differences are considered the point of departure for the highest form of educational growth. Each student, under the guidance of the teacher, determines for himself the contribution which the study of the unit makes to his own educational growth and to that of the group.

The school day is divided into seven periods of approximately one hour. Each period is used by the teacher and class, as need arises, for a group conference, individual conferences, or various workshop activities. A group conference is held for a

part of a class period by the teacher and some or all of the students to discuss significant problems growing out of the teaching and learning situation. Group conferences are held when students express a need for further interpretation of a phase of the problem being studied, or when the teacher observes that growth is being impeded by insufficient understanding on the part of some or all students.

The individual conference is a discussion between the teacher and one student or a small group of some problem too individualized to be of immediate value to the others in the class. Problems of individual counseling generally constitute the basis of the individual conference.

The workshop is that part of the class period made available to some or all students for individual or small group study. It may last for only a few minutes, for the entire period or be continuous during several periods on successive days. The workshop provides the teacher unlimited opportunities to give individual aid and instruction.

Students share with the faculty the responsibility for determining many policies of the school, particularly as they relate to general activities and control of the school. Student participation in control is provided through a student council whose members are elected by the democratic process. The student council meets daily at a regular period and defines, discusses and takes action on problems and issues vital to the development and maintenance of a rich school program.

Besides student participation in school control through the council, unlimited opportunities are provided in classrooms and school organizations for the development of the democratic process. Democratic action in the student council, in the classrooms, and in student organizations constitutes training vital for civic action in adult society.

#### EVALUATION

A school's program can be evaluated only in terms of the adjustability of those who experience it. An evaluation of the services of the University Demonstration High School in terms of the adjustability of those who experience its program must be concerned with two groups: (1) the high school students enrolled, and (2) the personnel trained in the school.

The school's contribution to the education of the high school student is not measured in so many units of credit, years of attendance, and marks in subject matter alone. It is measured in terms of student development as reflected in attitudes, appreciations, ideals, skills and knowledge, all on a level of achievement which enables the student to make satisfactory adjustment to the adult social, civic, educational and economic life of which he becomes a member.

The Demonstration High School faculty is keenly conscious of its responsibility in determining the values of the program to the boys and girls who attend the school. Studies have been made of three groups: (1) students who have withdrawn from school prior to graduation, (2) students who have terminated their formal education with graduation, and (3) students who have attended institutions of higher learning.

With respect to those in the first and second groups, the evidence indicates that they are keenly aware of their social, civic and economic responsibilities to their communities. With respect to those who continue their education, the evidence shows that their achievement is on a level equal to or higher than that of graduates of typical high schools of West Virginia.

#### A BASIS FOR VALUES

The professional services of this particular program can be evaluated only in terms of how well those who take the training succeed in secondary school positions, the extent to which the school provides for critical observation, and the extent to which the school is used as a laboratory for research.

Little has been done to evaluate the professional training services offered, but there is an accumulation of subjective evidence to support the belief that those trained in the school become leaders in secondary education. Many university students, school men and women, and lay citizens observe in the school throughout the regular school year and during the summer session, and most of the criticisms based on careful observation are complimentary and constructive.

The school has provided a laboratory for research in all areas of secondary education, but the development of the real possibilities in research remain for the future.

# FACULTY AND STUDENTS GOVERN THIS SCHOOL

with teacher-trustees exercising administrative control

A BASIC issue of our time is power. Men deprived of power remain half developed personalities. A man with too much power, whether he be a commissar or a headmaster, becomes warped by a sense of his own importance; he loses contact with the realities of his problems. In a good school, both teachers and students are able to grow, to contribute as individuals instead of as employees and customers.

The founders of Thomas Jefferson School wished to try new ways of working with its faculty and student body. This school, a nonprofit corporation, is legally and actually under the complete administrative, academic and financial control of teacher-trustees. Under the school's constitution, a majority of the trustees must be men actually teaching at the school. At present the trustees are the six teachers, three of whom founded the school and three of whom have since been elected following a year of teaching at the school.

## HEADMASTER HAS TWO VOTES

The headmaster has two votes; the other trustees have one apiece. Any new teacher must be elected a trustee by the end of his second year or be released. A man good enough to keep as a teacher is good enough to share responsibility for all policy. As the faculty grows, so will the number of trustees, of whom there can be an unlimited number.

To get the "outsider's" point of view (which the traditional private school obtains from its trustees and the public school from its board of education), ten members of the community serve as a board of advisers, meeting with the teacher-trustees every other month. As is usually the case with the traditional board of trustees or board of education, the members of the Thomas Jefferson School advisory board serve without pay.

In addition, they have no authority over school policy, or any financial responsibilities with regard to it. However, unlike most school trustees, they do not have to raise money for the school or be subject to requests for

contributions. The school expects to support itself from tuition. Thus, Thomas Jefferson School has its teachers and its outside advisers but reverses the usual procedure by *vesting control in the hands of those on the spot* rather than with outsiders who, although qualified in their own fields and with the best intentions, are not thoroughly acquainted with actual conditions at the school.

The trustee system designed for a small boarding school can be applied to a public school by having an executive committee elected from the faculty share power with the principal and the school board. On the vital questions of salaries and tenure, however, the whole faculty should be consulted.

## HOW TRUSTEES ARE VOTED UPON

At Thomas Jefferson, each trustee is voted upon at the end of the term (from one to five years) for which he was elected. His colleagues meet to discuss his contribution to the school, basing their judgments on his evident qualifications and ability as a teacher and fellow worker. Afterward, a basket of black and white marbles is passed, then a box with an opening in its cover, and each trustee drops in a marble. The box is overturned on a table, and the marbles give an accurate and secret decision.

The headmaster is voted upon in the same way. If he is rejected as an executive, he is voted upon a second time, one week later, as a teacher. He must always teach one regular subject so as not to lose touch with

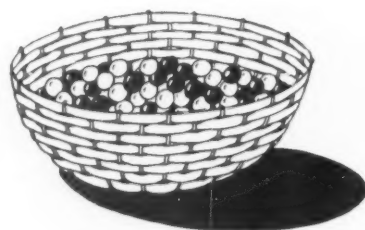
the student body or the teacher's problems, and he is paid primarily as a teacher rather than as a headmaster in order to lessen the gulf between administration and teaching. The position of headmaster will not satisfy an individual's drive for money or power. Its holder is less a director than a fellow worker.

## STUDENTS HAVE RIGHTS, TOO

When teachers have rights, so do the students. For both, the primary right is the one to make mistakes. Without this, student government becomes a show. Last spring, after a year of experience with no student government, a committee elected by the students drew up a students' constitution. A president and three-man executive council have the right to make rules (ratifiable once a month by the whole student body) and impose penalties. To prevent adult interference, *no teacher attends any student meeting*. The boys must make their own mistakes and live with them.

The first power the students won was for the seniors instead of the faculty to make the morning inspection of the boys' rooms. This year we are turning over a great deal of responsibility for dormitory discipline to the student council. A teacher is available for aid in studies and in case of fire or emergency, but his job as a policeman is taken over to a large extent by the elected representatives of the students.

These representatives are not agents of the faculty. They extend their ju-



ROBIN MCCOY

Headmaster, Thomas Jefferson School  
St. Louis

risdiction only as far as they feel is proper. It is the teacher's responsibility, of course, to fill in whatever gap is left. This seems a healthy and beneficial system for all concerned.

#### IN CASE OF EXPULSION

Last spring the trustees expelled a boy for violation of discipline. After the boy left, a senior complained that the faculty had acted without complete knowledge of all the facts. Therefore, we decided to have the student council meet with the faculty before any expulsion in the future. The council's consent is not required, but the reasons for the act will be explained, and the council will have the opportunity to present the students' viewpoint.

This consultative rôle seems so logical that we already have experimented with it in other ways. Approximately twice a month the faculty and student

council meet together as the joint executive committee of the school. At these meetings any topic may be brought up by students or faculty. Topics range from student complaints about a teacher's marking system to official end-of-term explanations as to why certain students are being put on academic probation. Although the primary purpose of these joint meetings is to air views and communicate complaints, votes of an effective nature are frequently taken on matters relating to student life.

#### STUDENTS ARE QUESTIONED

Before school closed last year, the whole student body filled out an unsigned questionnaire on the faculty. Questions included: From which teacher did they learn the most, and the least; what did they like best about the school; what griped them the most, and other similar questions.

Most boys took the poll seriously. One teacher, said a student, "understands boys our age"; another: "His intellectual attainments are not very high." If a teacher is blamed for being talkative, dull, easy, uninterested in his boys, both he and his colleagues realize that something is wrong. That something should affect any consideration of his tenure.

#### BOYS GROW UP

The teachers are thus responsible for all school affairs, and the boys are being brought into the working of the school so that their opinions are heard. Boys realize that their judgments have consequences, that adolescence is no longer childhood. This responsibility and its maturing effect on personality are, we believe, highly essential to a school; both boys and teachers have a better chance to become men in the process.

## WHO SHALL TEACH RELIGION?

**Survey holds home and church responsible  
for school children's religious education**

**F**OLLOWING the U.S. Supreme Court decision on the McCollum case pertaining to the use of public schools for the teaching of religion, Dean J. B. Edmonson of the School of Education, University of Michigan, polled 160 educators as to their views on the question. Eighty-two per cent of the number polled were church members, whereas the percentage for the population at large is only 55.5.

Answers were based on the definition of religion as "teachings of sectarian groups as set forth in their catechisms, creeds and declarations of faith." A tabulation of the replies shows that 87.1 per cent of the educators favor the continued separation of Church and State. Eighty-five per cent believe that the public schools should increase the amount of emphasis devoted to civic training and character education of a nonsectarian nature.

The replies in this category, according to Dean Edmonson, while indicating a desire for more emphasis on character training, show that the respondents would have such character development left to the home rather

than be made a duty of the school.

A question as to whether it would be possible for the clergy of a community to agree on a unified set of religious teachings brought a negative reply from 75.2 per cent of the educators.

More than 53 per cent of the teachers replied "No" to a question as to whether "the plan of permitting teachers employed by churches to give instruction in a public school building during the school day constituted a proper use of the public school."

When asked if a "plan for releasing children during school hours for religious instruction is a proper use of the public school," there was nearly an even division between those who replied "Yes" and those who were doubtful, while only 51 per cent voted "No."

Asked whether they believed that churches should be permitted to maintain their own parochial schools in order to give instruction in their own doctrinal viewpoints, 79.5 per cent voted "Yes."

One of the fundamental issues was raised in the question: "Would a

policy of public aid to parochial schools be equivalent to preferential treatment for selected churches?" A total of 61.6 per cent of the teachers believes that it would; 16.9 per cent feel that such aid is not preferential but is something that the students have coming to them; 19.8 per cent are doubtful.

When asked to decide whether "tax money should follow the child," as proposed by some supporters of non-public schools, 71.5 per cent were opposed to such a proposal, while 17.2 per cent insisted that the child has a right to an equal share in tax benefits. The rest were doubtful on this question.

In Dean Edmonson's opinion, it is clear that most of the teachers believe that the adoption of this proposal would undermine the public school system and would lead to a multiplicity of schools.

Ninety per cent of the educators questioned felt that the children have enough free time out of school during which the individual churches could give them religious training if they desired to do so.



# STUDENTS AND TEACHERS SURVEY COMMUNITY

H. L. SHIBLER

Superintendent, Highland Park, Mich.

and

L. H. VALADE

Industrial Coordinator, Highland Park, Mich.

**E**DUKATION, in its full meaning, should not be confined to the traditional classroom procedures, nor should it be limited by the concepts learned in traditional textbooks. Education is a learning process, and in its complete scope must include all preparation and all learning for the full and harmonious development of an entire community.

To ensure the adequate fulfillment of community needs for education, it is imperative that a school system be ever alert to a changing society, cognizant of its vital position as the nucleus of such a society. If a school fails to recognize this obligation, its negligence is evidenced by unfortunate examples of youths struggling to gain a secure foothold in fields for which their preparation is piteously inadequate.

Our young people are not to be censured if this condition exists. Neither, to some extent, are parents

to be convicted as the guilty ones. The responsibility, and the blame, if there be any, is to be placed directly on our schools.

In an attempt to fulfill our rôle as leaders in the type of education just described, we, in the schools of Highland Park, Mich., feel that we must approach our work much as a physician approaches his. First, symptoms must be noted and studied; then conclusions must be drawn, and, finally, prescriptions must be offered.

Last April we took the first important step by noting symptoms, that is, the needs of our community. This was done by means of a business-industry survey, the first such survey ever made in the city. The second step, now in progress, is the study of the factual information we obtained so that we can draw conclusions. The third and final step will be the offering of prescriptions, or the introduction into our school system of new types of courses,

both terminal and continuous, which will directly meet the needs of the people.

Complete coverage of the population was essential to our survey. Anything less than this would have made the results almost useless. Our pre-survey organization, therefore, was most important.

First, the city was divided into blocks, each of which was numbered. Then the blocks were grouped into areas in such a way that no one area would be more heavily populated with businesses than any other. When this was completed, there were seventy-six areas.

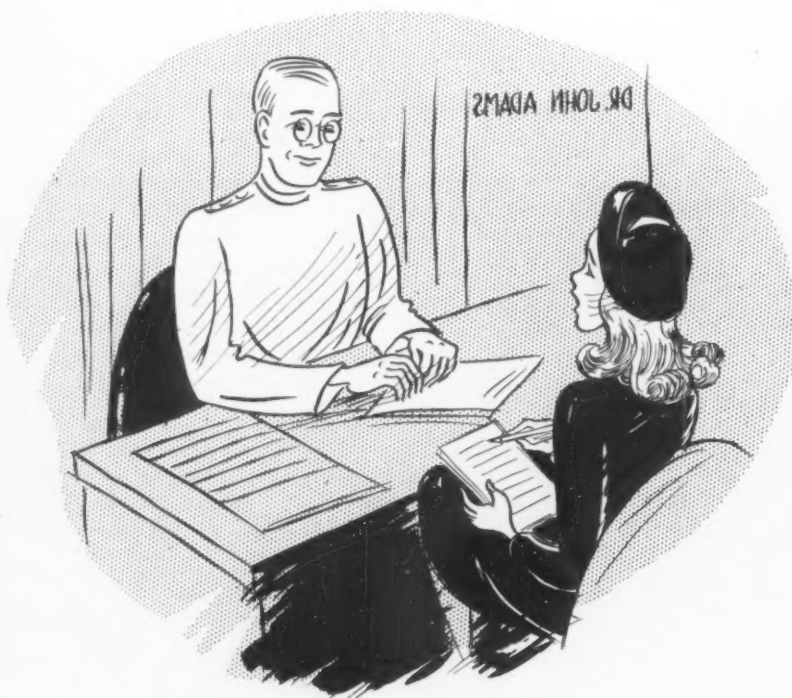
## PERSONNEL SELECTED

Second, the personnel for the work was selected. Those chosen were drawn from among the students and faculty of the eleventh, twelfth, thirteenth and fourteenth grades. Each teacher selected five students who were known personally to him. With one teacher and five students assigned to each area, seventy-six teachers and 380 students in all were used for the work. Each teacher was "commissioned" as a lieutenant.

Finally, to make certain of close cooperation between the field workers and the survey committee, five additional teachers were given the rank of "major," each of whom was responsible for the work of five captains.

With this military chain of command established, the committee worked directly with only the five majors, yet it had close connection with 101 teachers and nearly 400 students.

Ten days before the day of the survey, every teacher and student was given a map showing the area in which he was to work. Each was given a guide sheet containing explicit instructions regarding the various phases of his duties. Each individual was also given a chart showing the entire chain of command. By this



Training and personnel problems of the medical profession will be studied as a basis for planning preparatory courses.

technic, everyone concerned knew exactly whom to contact in the event of an emergency.

With these sheets were distributed the two most important items used in the survey. The first was the questionnaire. Considerable time was spent in developing this form, since it was necessary for the questioner to ask only those questions which could be answered by a merchant without requiring him to reveal any confidential aspects of his business.

It was finally decided to ask only the most simple factual questions, such as the merchant's name, that of his business, its nature, whether he was an independent businessman or part of a chain organization, the number of persons he employed, and, finally, the name of the person who handled employment. This information was for later use, as will be explained.

#### PAMPHLETS TELL ABOUT SCHOOLS

The second important item given to each survey worker was a supply of hundreds of four-page pamphlets. These pamphlets, one of which was to be left with each businessman, carried in brief, punch-line form the story of our schools. In them were enumerated the services we offer, services which could be distinctly advantageous to all types of business and professional people.

When all these preparations were completed, there remained only the job of making the actual survey. This was done on a warm sunny afternoon in the latter part of April.

The presurvey organization which we had so carefully drawn up proved its value in a striking manner. The entire city of Highland Park, with more than 50,000 residents and 2000 businesses, was completely surveyed, and all its merchants were recorded, in the amazingly short time of two and one-half hours—a tribute to the power of student and teacher participation!

There are now left the second and third phases of our overall plan. The factual information received is being separated into categories according to the nature of the businesses concerned. When this clerical job is finished, we shall launch our second step.

In this phase we are going to seek complete community immersion in our common problems. For instance, we hope to be able to have a meeting with representatives of the medical profession, where we shall discuss the training and personnel problems unique to

this field. Then, if it seems feasible, we intend to introduce into our secondary schools terminal courses which will prepare students to enter a doctor's office as a receptionist or technical assistant.

Courses in office etiquette, medical terminology, and basic laboratory techniques may well fit into a program of this

type. This will become our third phase.

In a similar manner we plan to have conferences with representatives of all businesses and industries. We are hopeful that the end result will be a more closely integrated school-community relation, one in which we all can strive toward a common goal, with a common interest and a concerted effort.

## September 22—a Deadline

UNDER the Selective Service Act of 1948, students registered on and before September 22 will be considered enrolled and may not be called up for induction until they complete their first year of college.

Under the law as signed by the President on June 24, induction cannot begin until ninety days after the signature, on September 22. Although this is before opening time for many institutions, educators in Washington interpret the law so that simple registration of a student in a college will qualify him for a deferment, unless the President declares a national emergency.

To make certain that thousands of qualified high school graduates go to college instead of training camp next fall, colleges and universities should provide opportunities for registration

and enrollment before the September 22 deadline, friends of higher education in Washington urge.

Shortly after September 22, the army will begin inducting about 30,000 young men a month. Secretary of the Army Kenneth Royall said that inductions will continue at this rate until the army has called 250,000 men during the year ending June 1949. In addition, the army is authorized to accept a total of 110,000 18 year old voluntary trainees for a training period of one year.

The expanded army will require about 20,000 additional officers, especially lieutenants and captains.

The navy and the air force are not expected to get any of the draftees since they will be at their authorized strength through voluntary enlistments.



Acme

TEACHERS in Edison High School, Miami, Fla., on annual student day assumed the rôle of students, demonstrating various student antics such as are performed in the school cafeteria. The demonstration caused laughter, squirms, blushes — and resolutions.

# STUDENTS LEARN TO BE FOREMEN

NAIDENE GOY

Instructor of English, Hinsdale Township High School  
Hinsdale, Ill.

A CLASS in leadership training is one of the outgrowths of industrial arts classes at Hinsdale Township High School, Hinsdale, Ill. Students enrolled in such training are granted credit toward graduation.

H. F. McKee, industrial arts instructor, has worked out an organization of shop supervisors and foremen as a solution to the problem of teaching from five to eight fields or areas in a typical school shop. The system has been used effectively in both industrial and exclusive residential school communities for ten years.

As a part of the Hinsdale general shop plan, it is first ascertained whether the members of the classes are convinced that help is needed. Next, the boys in the more advanced classes are told the benefits that can be derived from being a member of such a foremen's organization.

Mr. McKee then asks for volunteers to take on the work of a supervisory position in the school shop during a period that they might ordinarily spend in a study hall. The volunteers are asked to turn in copies of their schedules. The instructor checks the qualifications of each volunteer, since the success of the organization depends largely upon the proper selection among the available boys.

Characteristics which might make or break a foreman are checked. These are: knowledge of subject matter, tact, bossiness, partiality, conceit, ability to command respect, ability to explain clearly and simply, sense of fairness, personality, ability to get others to work for one without resentment, a fair degree of common sense and diplomacy, and resourcefulness. The

volunteer's scholastic record also is checked, since the boys selected must be able to give up a study period each day and still be able to carry on their regular school work successfully.

A shop superintendent and from one to three foremen are assigned to each class. It is important that there be a sympathetic administration when arranging or changing schedules to permit the teacher to place the right boys in the right classes for supervision. Until the foremen become a unit, and until they adapt themselves to their new work, only minor routine duties are assigned to them. The period of growth and development necessary before real responsibility can be given the foreman organization may be from a few weeks to a year.

The boys are given more and more responsibility as they adjust themselves to the class, and as the class adjusts itself to its foremen. The growth of the organization now depends upon the teacher and upon the caliber of the boys who get into the organization. When the instructor considers that the class and the foremen are ready for it, the teacher stays away from the shop a few minutes at a time. With discretion, the length of time he is absent may be increased. If the teacher guides and directs artfully, the foremen will soon feel that they are doing an important job. They do not become independent of the instructor for he is the one they can fall back upon when new or difficult problems arise.

At the semiweekly meetings after school the supervisors and foremen bring up their problems. The others make suggestions as to how they think the case should be handled. The teacher

cannot "retire" or the organization will "fold up," but the quality of instruction will greatly improve since the teacher has more time to make key demonstrations.

The instructor and the shop superintendent assign grades to foremen, and the teacher and the foreman get together to arrive at a grade for the superintendent. The boys learn that their work is a joint project.

At Hinsdale, supervisors, foremen and tool boys are given credit toward graduation, amounting to one-half credit for supervisors and foremen and one-fourth credit for tool room boys.

## KEYS ARE WORN

Members of the organization receive "keys," an admirable goal for anyone to attain. These are pins on which appears in small raised letters "Industrial Arts." On the back of each pin is indicated whether the boy was a foreman or a tool room boy during the year together with a numeral to indicate the number of years he has been a member of the organization. A plain key indicates a tool room or a first year foreman. The key of a second year foreman has a small pearl, and a third year foreman may wear a key with a ruby. In rare cases, a fourth year foreman is entitled to wear a key with a small diamond in it.

At the end of the year the boys enjoy a social celebration as a reward for work well done. This is financed by the boys themselves, as is their project of pin awards. Usually this is done by sponsoring a movie. Only boys in the leadership training class who meet all the qualifications of their responsibilities and receive academic credit for their work are eligible for the merit banquets or similar celebrations.

These Hinsdale Township High School leaders are learning to get along well with others and to direct the work of other boys. Now in its fourth year at Hinsdale, the Foremen's Club has helped boys to become builders of good will among the students at the same time that they are developing valuable leadership qualities.

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## WRITE FOR YOUR VOLUME INDEX

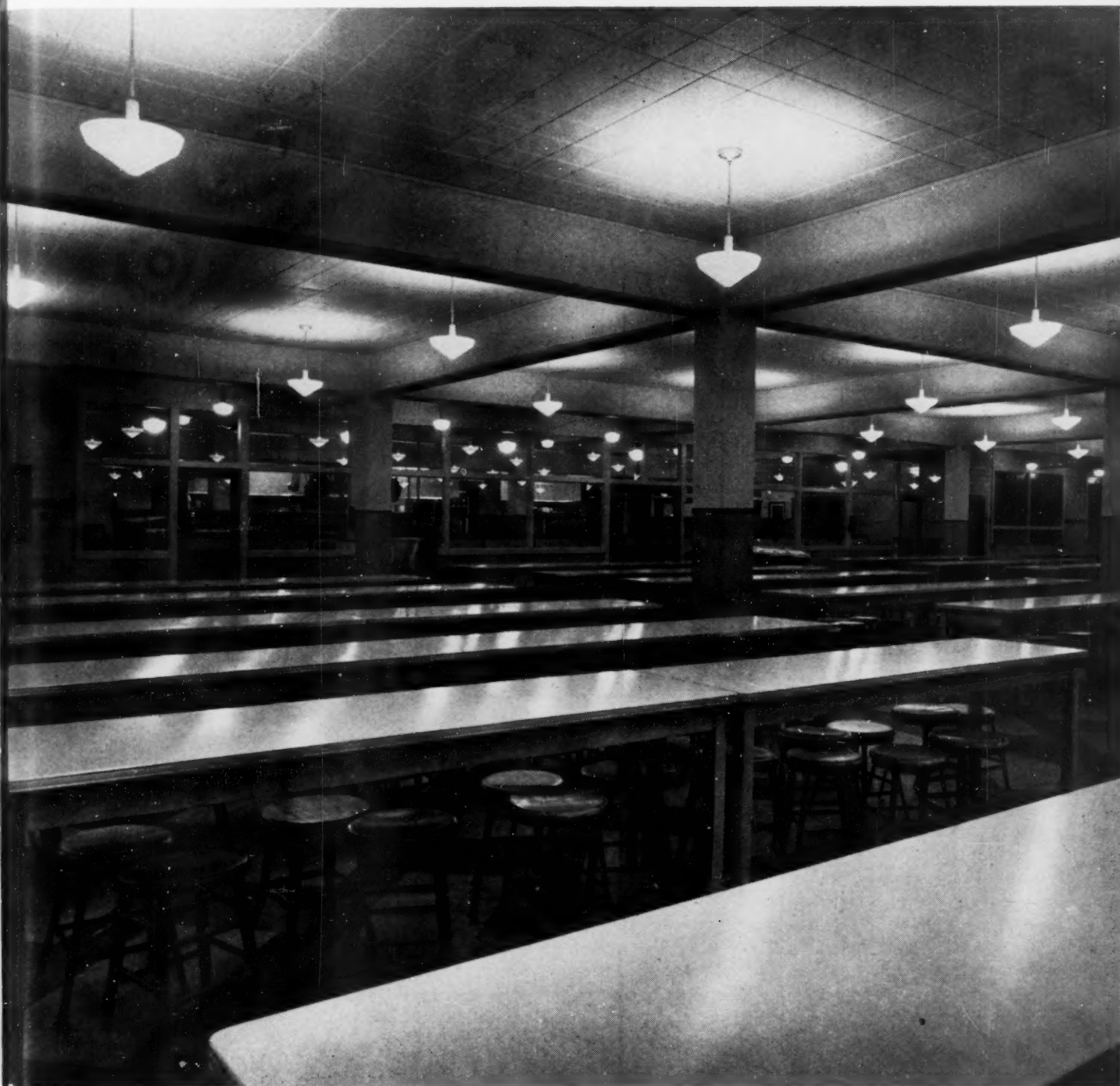
If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to Volume 41, covering issues from January through June 1948. Continued paper shortages prevent its publication in the magazine. Send requests to 919 N. Michigan, Chicago 11, Ill.

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# *Schoolhouse Planning*

Cafeteria of the Webster Groves High School, Webster Groves, Mo.



T H R E E   C A F E T E R I A S  
A N D   A   G Y M N A S I U M



Basketball court of the gymnasium of the Webster Groves High School, Webster Groves, Mo.

## GYMNASIUM AND CAFETERIA

### UNDER ONE ROOF

**LEONARD A. STEGER**

Superintendent, Webster Groves, Mo.

**T**HE new gymnasium-cafeteria building, recently completed at Webster Groves, Mo., is the second of five projects included in an \$800,000 bond issue voted in December 1944. The bonds were sold in March 1945 at 1 per cent interest with a premium of \$7087.20 for the \$800,000.

The first building to be constructed was an elementary school for colored children. Other projects nearing completion are a stadium and athletic field and a gymnasium-cafeteria for an elementary school. The last project will be the remodeling of an elementary school to provide additional kindergarten and cafeteria facilities. More

than \$100,000 was available to the district in a reserve fund, which made it possible to construct all facilities without voting additional bonds.

The condemnation of an old structure convinced the board of education of the imperative need for a new gymnasium-cafeteria. Several problems were faced during its erection. These were resolved satisfactorily but necessitated a construction period of two years and three months.

Razing the old structure was slow because of a strike. During the different stages of construction five other strikes accounted for a further loss of time. In addition to this, a number of the building tradesmen found it

necessary to work on several projects at the same time within the Greater St. Louis area which made construction progress on the Webster Groves building unusually slow.

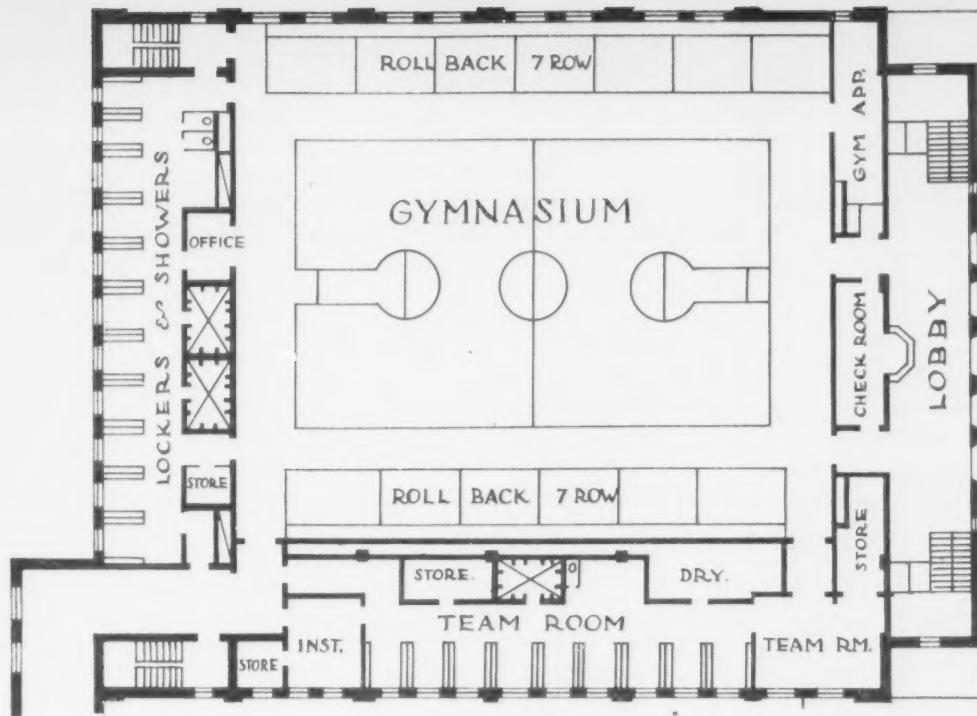
Complications in obtaining building materials and mechanical equipment made it difficult to adhere to a construction schedule.

The new gymnasium-cafeteria is an imposing structure which will serve the needs of the Webster Groves schools and community for many years. It has a frontage of 121 feet and a depth of 157 feet. The exterior walls are of brick. The Georgian style of architecture harmonizes with the high school building on the same site.

The structure is fire-resistive, having concrete stairs, floors and foundations and steel framing. The interior walls are finished with glazed tile; floors are terrazzo, cement or wood, and ceilings in the cafeteria and gymnasium have acoustical treatment.

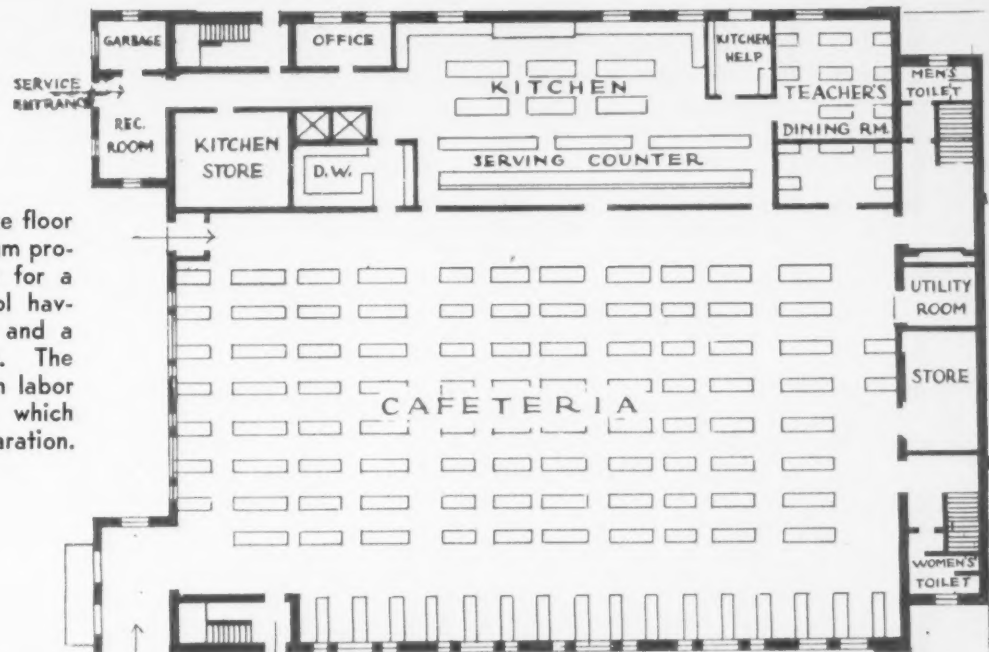
The foyer of the gymnasium exemplifies the structural beauty of the building. A large number of fluorescent lighting units illuminates the white plaster which contrasts sharply with the green and tan glazed tile. Spectators enter the spacious gymnasium area through five arched en-

Wm. B. Ittner, Inc., of St. Louis, architects and engineers, designed the new gymnasium-cafeteria.



The gymnasium has a balcony along two sides. These two balconies, plus roll-back bleachers, provide seating space for from 1500 to 2000 persons. Stairs at the four corners of the gymnasium permit large crowds to leave the building quickly.

The cafeteria on the floor below the gymnasium provides food service for a six-year high school having 1600 students and a faculty of eighty. The kitchen has modern labor saving devices which speed food preparation.



trances. It can also be entered from a passage connecting with the high school. A stairway at each end of the lobby leads down to the cafeteria.

The gymnasium area, 100 by 110 feet, is arranged with a permanent balcony along two sides. Opposite the basketball court, which is 50 by 84 feet, and two cross-courts, which are 40 by 76 feet, are two tiers of roll-back bleachers. Balcony and bleacher seats number 1500 which can be increased to 2000, when necessary. Oc-

A brick exterior, concrete stairs, floors and foundations, plus steel framing, are fire-resistant factors.





asionally the room will be used for auditorium purposes by placing a small stage on one side. When this is done, the gymnasium will accommodate approximately 2700 persons.

Other gymnasium facilities are a large corrective room, 24 by 60 feet, which is used for tumbling, wrestling and boxing; three locker rooms with necessary showers for physical education classes, visiting teams, and home teams; a drying room, equipment room, a first-aid room; separate facilities for game officials, and offices for the physical education and coaching staffs. Space on the fourth floor will be equipped for a rifle range.

Stairs are provided at the four corners of the main gymnasium to permit large crowds to leave quickly.

The cafeteria, located on the ground floor, has an area of 11,000 square feet. The dining room has a capacity of 1000 persons and is connected with the high school by a covered passageway. It can also be entered from the main lobby at the south end of the building or from the landscaped court at the north end of the cafeteria.

The food service department contains a large kitchen, storage rooms, a dishwashing room, utility rooms, and an office which can be completely shut off from the cafeteria so that the dining room can be used for dinners

and programs. The kitchen is equipped with modern labor saving devices, electrically operated refrigerators, hotel-type ranges, ovens and so on. There is sufficient space to permit continuous lines of students to move along the counter; 2000 persons can be accommodated in approximately one hour.

The north end of the cafeteria, while not separate from the main dining room, is used by the teaching staff and is equipped with chairs and light finished tables with plastic linen finished tops. The rest of the room is equipped with tables having laminated plastic tops and with stools.

The new cafeteria provides food service for a six-year high school of 1600 students and its instructional staff of eighty. It is one of six school cafeterias which serve \$100,000 worth of food during the school year.

The gymnasium and cafeteria have unit ventilators located at the ceiling line. Low pressure steam for heating is supplied from the main boiler plant which also services the high school. The entire system is of the vacuum type. Locker and shower rooms have exhaust ventilation.

Plumbing is of the most sanitary type and is adequate for every purpose.

Electric wiring is in conduits—all approved by the National Board of

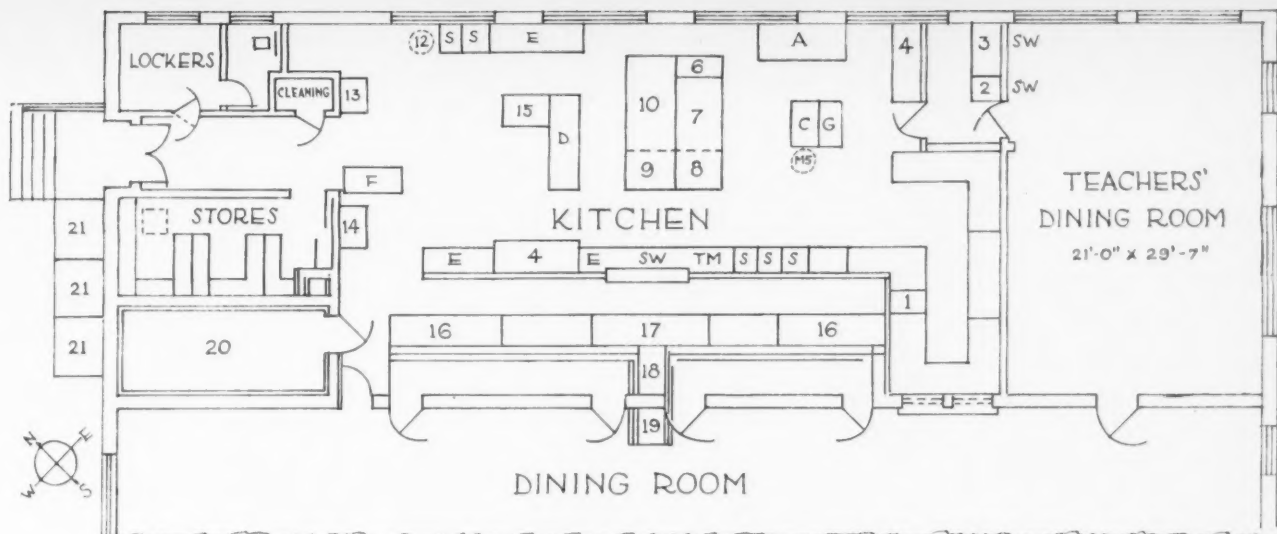
Fire Underwriters. Special outlets are provided where required. The lighting system has been designed for adequate illumination, with semiindirect fixtures in the cafeteria and direct lighting fixtures in the large gymnasium room.

The building contains approximately 950,000 cubic feet. The contract cost amounted to \$367,224, or 38.7 cents per cubic foot, exclusive of equipment. Contracts with the different contractors were signed in August 1945 and were on a firm bid basis. While building costs have risen considerably since construction began, all contractors have completed their work in a highly workmanlike manner, which adds immeasurably to the beauty of the building.

It is seldom that teachers are honored by an entire community, as was done in this instance at Webster Groves. The new structure was named the Charles A. Roberts Gymnasium at a public ceremony in the presence of 2500 community admirers of the late Mr. Roberts, who had been connected with the local schools from 1907 to 1946 as coach and teacher of mathematics. At the dedication program hundreds of Roberts-coached men, called "Robertsmen," paid respect to him as a man who taught boys to be not only great athletes but also great sportsmen.



Entrance to the gymnasium is through five arched doorways. Fluorescent lighting is effectively used.



## LUNCHROOM AT NORTHEAST HIGH

RUTH HECKLER

Director of School Cafeterias, Oklahoma City, Okla.

THE new cafeteria for the Northeast Junior-Senior High School at Oklahoma City, Okla., occupies a one-story structure adjacent to the gymnasium. It has been planned for accommodating a maximum of 1200, which is the number of students enrolled, although the largest number to be served daily will probably not exceed 900. This can be done by having three serving periods of twenty-five minutes each.

The dining room area is 5076 square feet; the food

preparation and serving area, in which are included a dishwashing unit, a dressing room, and a storage room, 2160 square feet; the faculty dining room, 400 square feet.

### KEY TO PLAN

1. Dishwashing machines; a small one for glasses and silver; a two-tank machine for dishes and trays.
- 2, 3. Serving counter for teachers. This consists of a three-unit counter for hot food and an iced pan 24 by 24 inches. A cart will be used for trays and will be placed across the doorway next to the counter. Silver, coffee and water will be placed inside the dining room.
4. Reach-in refrigerators, one for the baker, the other to be used for dished up salads during the lunch hour and for the cook's left-overs after lunch.
5. Floor type electric mixer
6. Open gas burners
7. Baker's oven
8. Steam-jacketed kettle
9. Steam cooker
10. Even heat-top ranges
11. A two-compartment vegetable sink  
A three-compartment pot sink
12. Vegetable peeler
13. Scales
14. Manager's desk
15. Bain-marie
16. Hot food counters
17. Salad and dessert counter
18. Milk
19. Cashier's desk
20. Walk-in refrigerator
21. Garbage disposal
- A. Baker's table
- B. Work table
- C. Cooling rack
- D. Cook's table
- E. Vegetable and salad tables
- F. Receiving table

### EXPLANATION OF PLAN

The faculty serving counter can be closed off from the dining room when not in use.

The students' serving area can accommodate two lines. Except for the cashier's desk (19), it is a separate area.

The sections of tray rails which are in the doorway are removable, permitting the dining room to be shut off from the serving area and kitchen when desired.

The kitchen is so arranged as to provide preparation units. Cross traffic has been eliminated as much as possible.

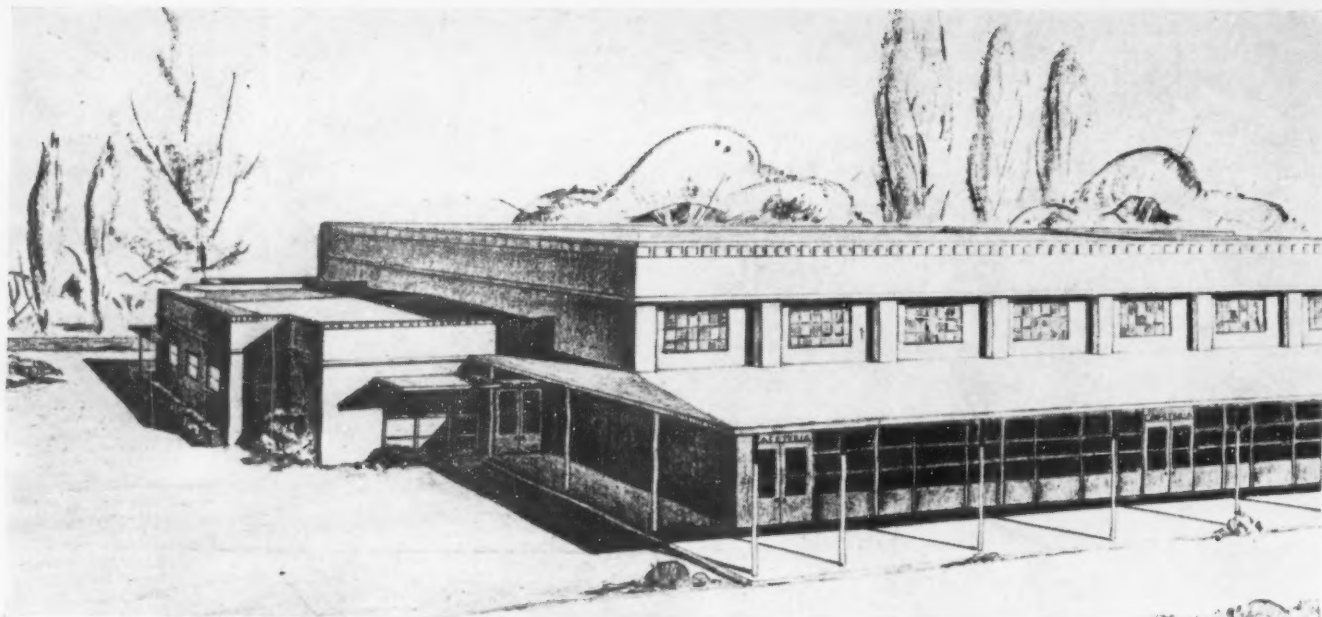
Since no space is available for an office, a desk (14) has been placed near the receiving table (F).

The walk-in refrigerator (20) has a cabinet for frozen foods at the back.

A hood over the battery of ranges and steam cooker (6, 7, 8, 9 and 10) is provided, and an exhaust fan is installed in the flue.

There is a depression in the floor for the steam cooker (9) and the steam-jacketed kettle (8), with a floor drain for each.

The space for garbage cans (21) is cemented and enclosed. It has hot water and drain connections to permit washing of cans.

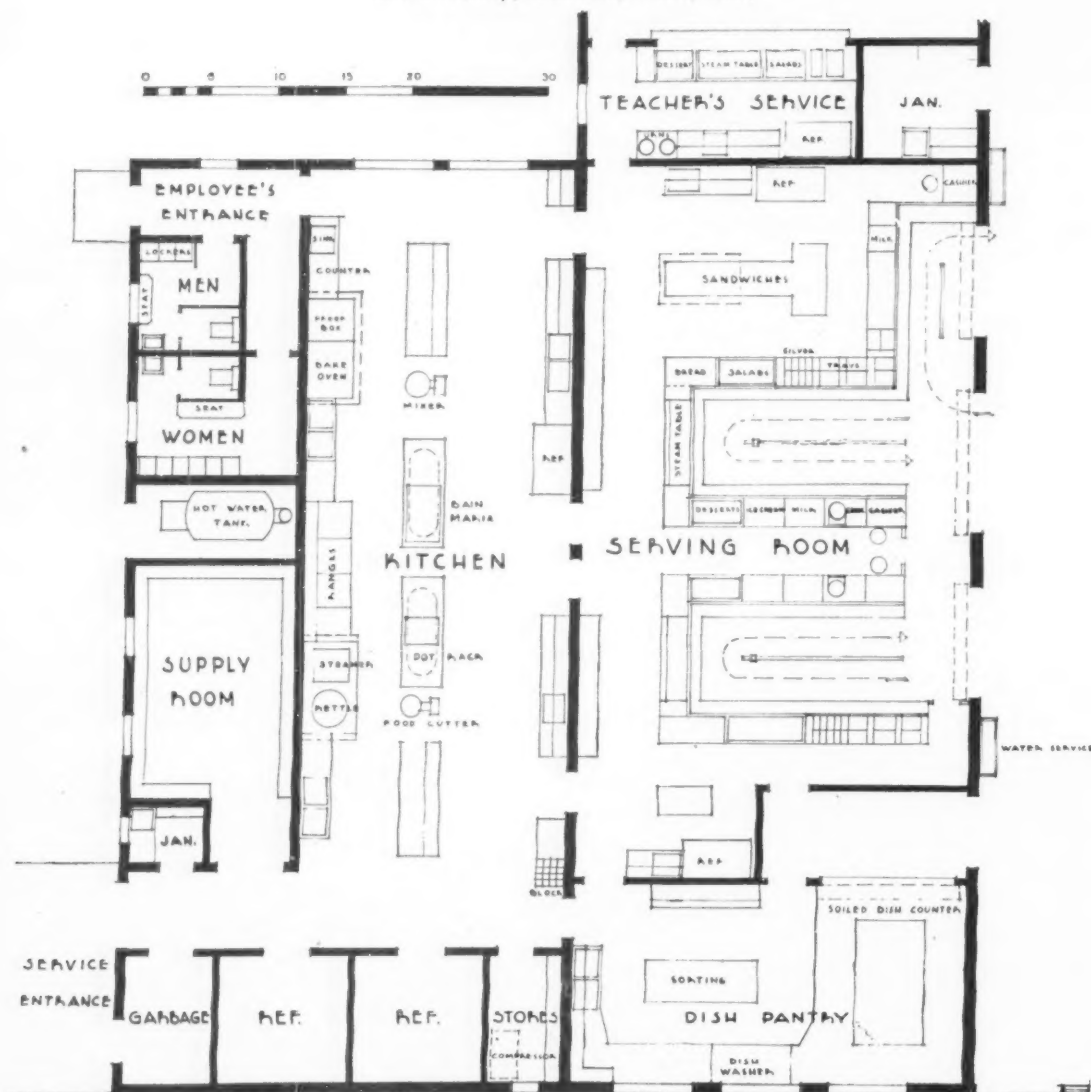


Cafeteria Building, Theodore Roosevelt High School, Fresno, Calif.

## THIS CAFETERIA HAS FOUNTAIN ROOM

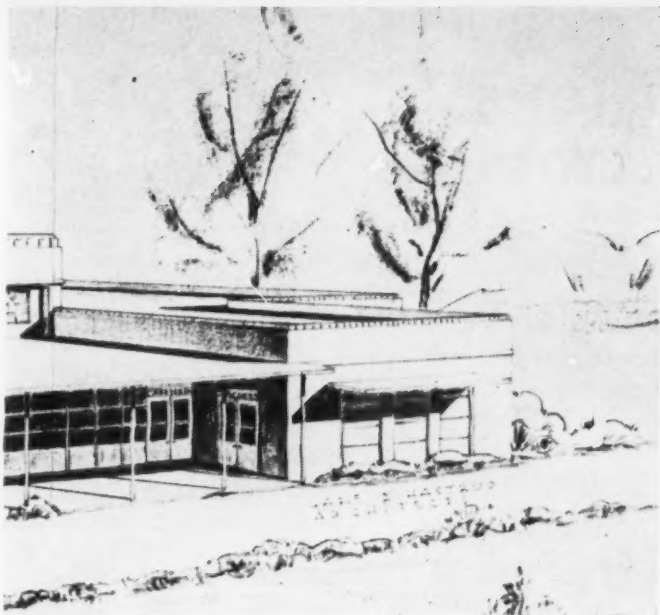
H. RAFAEL LAKE

Lake & Hastrup, Architects, Fresno, Calif.



Detail of the kitchen, serving room and faculty dining room.





THE lunchroom at Roosevelt High School, Fresno, Calif., has been planned to accommodate students of both a senior and a junior high school, numbering 2200. The seating capacity of the main lunchroom is 800. An additional fifty students can be seated in the fountain room. The latter is so arranged that it can be operated all through the day and during the time the main lunchroom is closed.

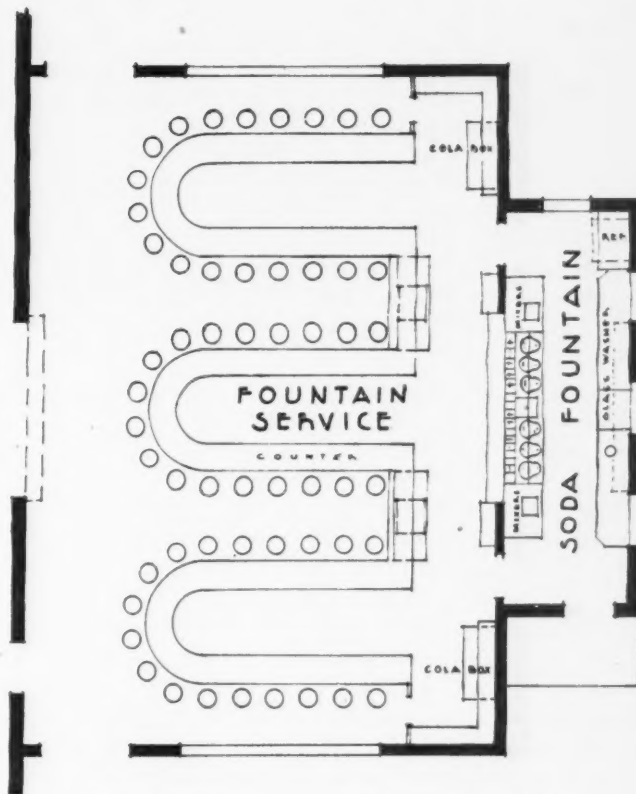
A separate room has been planned for the teachers, which can accommodate the entire staff in two sittings. A separate service counter for this room has been installed adjacent to the kitchen.

The two main counters serve the usual hot foods, salads and desserts, while a third handles only sandwiches and

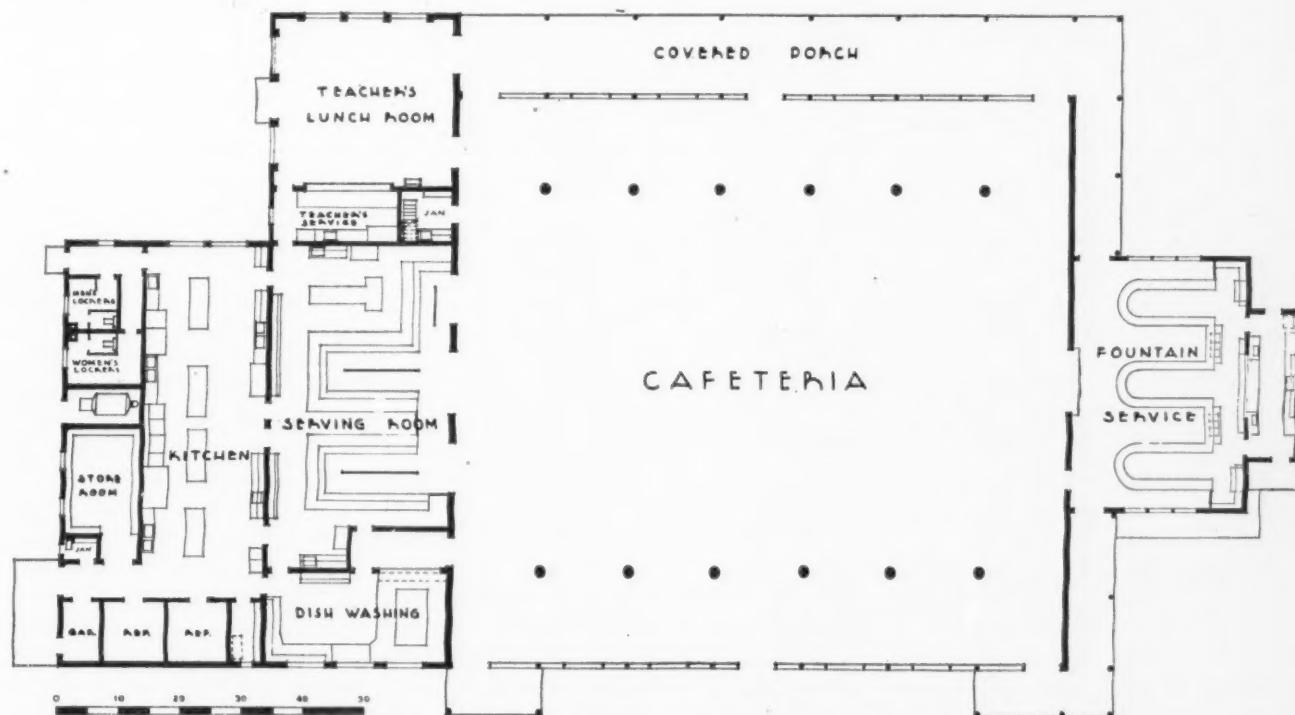
beverages. The fountain service is for malted drinks and other beverages.

The kitchen has been arranged so that the food can be distributed to the serving rooms with a minimum of cross circulation. The dish pantry is so located that soiled dishes can be received and clean dishes redistributed as directly as possible.

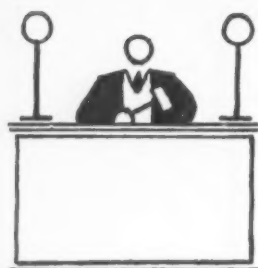
The building is a reinforced concrete structure costing approximately \$200,000.



The fountain room operates continuously.



Complete floor plan of the cafeteria showing location of the various services.



## CURRENT DECISIONS ON SCHOOL LAW

### 1. RIGHT TO TEACH FOREIGN LANGUAGE

**RULING:** A 1943 act of the territorial legislature of Hawaii, prohibiting the teaching of any language other than English to children who have not passed the first four grades in school, or to any child under the age of 15 or not yet graduated from the eighth grade, unless such child has passed each succeeding grade completed above the fourth grade with a mark not below average, violates rights guaranteed by the "due process clause" of the Fifth Amendment to the Constitution of the United States and is therefore void. *Mo Hock Ke Lok Po et al. v. Stainback et al.*, (U.S.D.C.), 74 F. Supp. 852 (1947).

**CASE:** Before Pearl Harbor there were large private schools in Hawaii engaged in teaching the Chinese and Japanese languages to many public school pupils in the afternoon, after the regular school hours. These private schools suspended operation during the war, and the principal plaintiff in this case was an eleemosynary corporation seeking to resume the afternoon teaching of the Chinese language. It sought an injunction to prevent the enforcement of the prohibitory statute, and the injunction was granted.

In the argument, proponents of the statute contended that multilingualism is emotionally disturbing and detrimental to young children, and that it prevents those who are below average in school achievement from ever acquiring a good mastery of English. In fact, the schools of Hawaii were markedly below those of the mainland as to standards of achievement in English, and this was attributed to the after-school foreign language schools.

The crucial contention in support of the statute was that as to children of less than average school success, it was designed to protect them from positive harm rather than to deprive them of a valuable right. This argument the federal court could not accept. It

1. Can the right to teach foreign language be denied?
2. Should issuance of refunding bonds require legal sanction?
3. Can married women be barred from teaching?
4. When is a bus driver negligent?
5. Who should provide schooling for children in a state home?

**M. M. CHAMBERS**

American Council on Education

could not believe that the advantages of mastery of a foreign language—"a gain not only in personal mental growth and satisfaction and in increased business opportunities but, now, in opportunities in service to the government's need of foreign language experts in its international intercourse"—could be denied to children without violation of a fundamental constitutional right.

"We are not required," said the court, "to explore the area of legislation in which pedagogical standards may be created by which these children of average and less than average intelligence could be segregated from the others and such prohibitory restraint applied to them."

**COMMENT:** This is apparently a step forward in the recognition of educational rights. The negative idea of denying educational opportunities to all except those of superior attainments is being supplanted by the positive theory of *ensuring* suitable opportunities for the gifted ones, while denying them to none.

Teachers, examiners, psychologists and psychiatrists can measure intellectual and emotional capacities and properly give advice and counsel, but the state does not properly monopolize educational facilities or properly undertake to *dictate* individual choices of studies, except to a degree within its own public schools, where some measure of regulation is essential to good organization and operation.

The state always retains, to be sure, the right to inspect and to regulate private schools in accord with reasonable standards of its own, but it does not prohibit the offering of any legitimate and valuable educational opportunities.

### 2. AUTHORITY FOR REFUNDING SCHOOL BONDS

**RULING:** The power to issue bonds, conferred upon a school district by statute, does not automatically carry with it authority to replace them with refunding bonds at a different rate of interest and having different maturity dates from the bonds of the original issue.

Though such a transaction may be to the financial advantage of the district through savings on interest payments, it places upon the people of the district a financial obligation different from the obligation they assumed when they voted affirmatively for the original bond issue. Hence, authority for it cannot arise by implication but must be found explicitly expressed in the statutes. *San Antonio Union Junior College District v. Daniel, Attorney General*, (Tex.), 206 S.W. 2d 995 (1947).

**CASE:** A holder of \$80,000 of the union junior college district's 1¼ per cent bonds maturing in 1966, 1967, 1968, 1972 and 1974, with no prepayment option, offered to exchange them for \$76,000 in refunding bonds bearing interest at 1 per cent and maturing serially from 1948 through 1957. The board of trustees of the district accepted the offer, but the attorney general refused to approve the proposed issue of refunding bonds, and the state supreme court sustained his refusal.

The burden of payment would have been moved forward some eighteen years and would thus have fallen upon virtually a different generation of taxpayers from the one originally contemplated, thought the court. The decision was difficult and was made over the dissenting voice of Justice Simpson. It was strongly argued that junior col-

lege districts in Texas possess the refunding power under statutes purporting to give them by reference the powers of independent school districts, which are expressly authorized to issue refunding bonds.

**COMMENT:** The result perpetuates a rigidity in financial administration to the disadvantage of the public in instances where flexibility would be advantageous. The question whether refunding bonds, within reasonably specified limits, ought to be clearly designated an administrative function rather than a legislative power is worthy of careful consideration.

### 3. MARRIED WOMEN CAN'T BE BARRED

**RULING:** A rule of the St. Louis board of education enacted in 1897, as declaratory of existing custom, prohibiting the employment of married women as teachers and stipulating that the marriage of a female teacher shall operate as an automatic resignation, is, in view of the intent of more recent state statutes concerning the contracts and tenure of teachers, unreasonable, arbitrary and in violation of the statutes of Missouri. *State ex rel. Wood et al. v. Board of Education of City of St. Louis et al.*, (Mo.), 206 S.W. 2d 566 (1947).

**CASE:** In the course of litigation since the dismissal of two women teachers upon their marriages in 1941, this controversy terminates in a decision of the state supreme court reversing a lower court judgment and proclaiming a triumph for proponents of the policy of disregarding marital status in the employment of teachers. Observing that the barring of married women runs counter to the statutes providing for the acquisition of permanent tenure status, the court went on to discuss the evidence of the relative efficiency of unmarried and married women teachers and found the balance to be slightly in favor of the latter.

It noted the advice of the Strayer survey of St. Louis schools in 1939 on this point and found it supported by the findings of other educators. Concluding that the rule of 1897 was unreasonable and arbitrary, the court commented: "This policy may have been in conformity with prevailing opinion in 1897. . . . If so, 'the old order changeth, yielding place to new.'"

**COMMENT:** This decision merits celebration in the educational and lay

press. It may well be a turning point stimulating establishment of the principle in all the forty-eight states of the Union.

### 4. JURY TO DETERMINE NEGLIGENCE

**RULING:** A child of the age of 7 years upward, of normal intelligence, may be expected to have some regard for his own safety and may be required to exercise some degree of care to avoid motor vehicles, but he may not be expected to conduct himself as an adult, or to exercise the degree of prudence an adult would ordinarily exercise.

The driver of a motor vehicle must be presumed to be aware of the tendency of children in groups to jostle and push one another, and of the propensity of individual children to dart from a place of safety into the path of an oncoming vehicle. The question of negligence in such cases is one of fact for the jury, when properly instructed as to the law by the court. *Kawaguchi v. Bennett*, (Utah), 189 P. 2d 109 (1948).

**CASE:** Bessie Kawaguchi, a pupil aged 7, received a severe leg injury when she fell under a school bus at the loading point. The driver was approaching the point at about 6 to 10 miles per hour, intending to stop 3 or 4 feet from the head of the line of children quietly forming there. He observed that no adult was in attendance, but he had no instructions as to that, and no disorder among the children was apparent.

Suddenly, Bessie and her brother dashed up to the head of the line, where a boy pushed her brother against Bessie, and she was under the bus before the driver could stop it. A jury decided there was no evidence of negligence on the part of the driver. A damage suit against him was dismissed for no cause of action, and this judgment was affirmed.

**COMMENT:** As in all accidental injury cases, considerations of humanity require some provision for a legal remedy for the innocent victim. A statewide school accident insurance system is the humane, effective and economical answer to problems of this nature.

### 5. WHO SHOULD PROVIDE SCHOOLING?

**RULING:** The board of education of Jefferson County, Kentucky, must carry in its school census all children of school age committed to the Kentucky

Children's Home at its county seat town of Lyndon and provide school facilities for them, regardless of the fact that they come from all counties of the state and the home is a part of the State Department of Welfare. *Jefferson County Board of Education et al. v. Goheen*, (Ky.), 207 S.W. 2d 567 (1948).

**CASE:** Prior to 1936 the home was operated by a statewide charitable organization. The county board of education has always carried the children in its school census and provided school facilities, except buildings, in the case of some of the children who were taught in buildings provided by the home.

This suit for a declaratory judgment was brought because a prospective expansion of the population of the home, together with an increasing rate of turnover among the children, seemed likely to create difficult conditions in county schools where some of them, especially those of high school age, were allowed to attend. The home has become in large part merely a distributing point from which children are assigned to private families that provide foster homes.

The court conceded that suitable educational facilities for the children would cost the county school board more than the amount of the state school aid received on a per capita basis and strongly intimated that it would be proper for the state to make a special appropriation to provide a suitable educational program adjustable to the special needs of the dependent and neglected children at the home. However, in the absence of such provision by the state, the county school system, being itself a state agency, and having within its jurisdiction the children and the superintendent of the home, who stands *in loco parentis*, must provide the schooling.

**COMMENT:** Unquestionably, the state should make special provision for the education of these children, either by operating adequate school facilities at the home itself, or by contracting with the county school system for their attendance at the county schools. Generally speaking, it is better for the children to be in schools where they can mingle with the children of the community, but here, where the sojourn in the home is only brief and temporary, it may be that the maintenance of a good school within the home itself would be the more practicable and better solution.



# Chalk Dust

## ALICE IN WONDERLAND

II—Alice Interviews the Mad Hatter

THE curious edifice Alice entered seemed to be half castle and half shanty, evidently built with more regard to dollars than sense. The halls were dim, smelling of musty and unread theses which were lying about in profusion.

Sitting behind a cluttered desk in a tiny alcove was the Mad Hatter, decked out in tattered greenish-black robes and furiously marking X's and F's on all papers strewn around the room.

"Please, sir," said Alice timidly, "I have come to get a Ph.D."

The Mad Hatter eyed her critically. "Have you taken your Terman, general evaluation, diagnostic and qualifying examinations? Do you have certified copies of age, character, personality, sex life and general experience? Is your Pintner-Cunningham (Form D) in good condition? Are you properly standardized?" He stopped to catch his breath.

"I'm sorry," said Alice sadly and turned away in disappointment.

"Wait a minute," said the Mad Hatter, leaping up. "Have you a hundred dollars?"

"Oh, yes," said Alice.

"All right," said the Mad Hatter in a relieved tone, "You are accepted as a candidate. Now, tell me, child, why do you want a Ph.D.?"

"I want to teach children," explained Alice.

"A laudable ambition, perhaps," said the Mad Hatter, "but to qualify you must take 100 hours and 15 courses in Sanscrit, including the footnotes."

"But," said Alice, "how will that help me teach children?"

"How, indeed?" said the Mad Hatter.

"How, indeed?" muttered the dormouse, whom we forgot to mention heretofore.

For a moment it looked as if the Mad Hatter was going to think.



"It's all in the rule book," he said finally, handing Alice an unattractive gray book. Alice examined the volume which was completely confusing, being written in seven or eight languages with railroad timetables and alluring descriptions of nearby scenery. But after much searching in the small print Alice found some help.

"The penalty for the Ph.D.," read the book, "is \$2000 and an indeterminate sentence of involuntary servitude at hard labor."

"What kind of labor?" asked Alice.

The Mad Hatter looked interested. "You will be expected to tend my furnace, mow my lawn, mind my baby and write two books on the social studies which I shall publish under my own name," he said.

"But I don't know anything about the social studies," said Alice.

"Who does?" said the dormouse, waking up momentarily.

The Mad Hatter paid no attention to the interruption. "That makes no nevermind, my child," he said kindly. "No educational author is expected to know anything about his subject. Otherwise there would be no argument; the book wouldn't be adopted and college professors would be out of work, which might not be such a good idea."

"Good idea!" said the dormouse, lapsing into slumber.

"When I get the Ph.D.," said Alice, trying to keep to the main subject, "will I be better prepared to teach children?"

"Young lady," said the Mad Hatter, drawing himself up in a dignified manner, "that is not the question. While we may have competitors who hold forth glittering assurances of success in the sordid market place, we ourselves are not in that kind of business."

"Ho, hum," said the dormouse, waking up, "here is where I came in."

« »

## DEAR TEACHER

*In days gone by,  
With jaundiced eye  
And care chose I  
My faculty.  
But now I grab 'em short or tall.  
Are they too fat or thin or small?  
Oh Allah! anything at all  
Is good enough for me.  
I question not their training  
Or whence or how they came,  
For, after all, the main thing  
Is: Can they sign their name?*

« »

OLD fashioned ways of giving sex instruction to young children by the bees-and-flowers method are to be discarded in West Bromwich, England, according to a dispatch from *World News*. "We have decided to use rabbits and mice instead," says the superintendent of schools.



Three cottage residences of the Southern California Teachers' Home, Pasadena, Calif. The cottages accommodate ten persons.

## "AT HOME"—UPON RETIREMENT

THE Southern California Teachers' Home, located in a residential district in Pasadena, is for retired and disabled teachers whose teaching experience includes a minimum of ten years in public schools in Southern California. It is operated as a service of the California Teachers Association, Southern Section, through its separately incorporated bureau of welfare.

The bureau holds clear title to the property, which includes five residential buildings. The main building is a twelve-room house containing a large general living room, a dining room, kitchen, office and bedrooms for five teachers and several employees. The rest cottage, as the infirmary is called, has facilities for four patients. Three cottages accommodate ten other teachers. Each residence has a small living room, bedroom and bath. The grounds are attractively landscaped. Nineteen retired teachers are living in the home at present, which represents capacity.

### WELFARE SERVICE ALSO

The bureau also conducts a welfare service for teachers outside the home who are ill and in need of assistance. Most of these require hospital or sanitarium care, some needing help for a brief time only, others over a period of years.

A board of trustees, with eleven members, has charge of the administration of the home. The trustees are teachers and school administrators, who meet monthly to consider problems of policy relating not only to the home but also to welfare work among teachers outside the home.

The day-to-day management of the home is in the hands of a woman who

### LIONEL De SILVA

Executive Secretary, Bureau of Welfare  
Southern Section, California  
Teachers Association

is well qualified as to personality, training and experience for the position. Under her direction, balanced meals are served, nursing care is given to the patients in the rest cottage, and the serene atmosphere necessary for the security and comfort of the home group is maintained. There is none of "that institutional atmosphere" about the home.

The Southern California Teachers' Home is now in its twenty-first year. It began in a small way in the fall of 1927, when a five-room bungalow was rented for the purpose of providing nursing care for one teacher who was ill and without family or funds. Teachers throughout Southern California responded generously to the appeal for funds and voted to make an annual appeal to Southern Section members of the California Teachers Association for money to operate the home.

Within two years, with several additional members having been admitted to the home and with applications

from others on hand, the home was moved to a ten-room rented house.

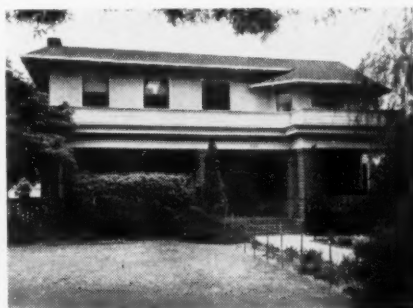
In the meantime special gifts had accumulated in a fund for purchase of property, and in 1933 a twelve-room house in Pasadena was purchased. This is the main building of the present plant. Two years later an adjoining lot was acquired, and in 1938 a cottage with a capacity of six was erected. In 1940 two additional cottages, each with quarters for two, were built on the new lot, and the rest cottage was built on the rear of the first lot.

The location is convenient to public transportation, within ten minutes' ride of the business section of Pasadena, which is important to members of the home, visitors and employees.

### SPECIAL GIFTS PROVIDE FUNDS

Special gifts and bequests have provided funds for the purchase of the property and for the erection, furnishing and equipment of the buildings, representing an investment of approximately \$62,500. The property is clear of incumbrance. The bureau has always operated on a pay-as-you-go basis.

Financing the operation of the home and the outside welfare work among teachers requires an annual presentation of the bureau's budget needs to Southern California teachers. In recent years the quota method has been used, and local teacher groups have accepted quotas for welfare, suggested on the basis of the number in each group. Up to the present time no provision has been made for endowment, but the board of trustees hopes that in time there will be a sufficient endowment to provide funds that may be drawn on as they are needed in later years.



Main building of the home.

Last year it cost \$24,000 to run the Southern California Teachers' Home. Of this amount \$16,500 came from contributions of active teachers, and \$7500 from the members of the home. An additional \$7000 contributed by the active teachers was expended for the care of teachers outside the home.

Members of the home, who are able to do so, pay for their care, in whole or in part; those who have no financial resources, of course, make no payment.

Southern California teachers have consistently taken a great interest and pride in the home. Not only have they given it generous financial support, but they have by their personal interest and service made it an expression of

real sympathy and concern for the problems of aged and disabled teachers. It has taken uncounted hours of time and service on the part of many people to make the home what it is today, but time and service have been freely given without thought of recompense.

The thoughtfulness of the active teachers is constantly made evident. The Christmas season, for instance, is made memorable each year by a party, beautifully planned in every detail, by representatives of twelve Los Angeles teacher organizations, for the benefit of the home. There are parties and teas on various occasions throughout the year. A Pasadena committee provides a monthly musical evening at

the home; motion pictures are brought in. Remembrances are frequently received in the form of birthday cards and gifts for the members.

The total number of persons who have been cared for in the home, including the present nineteen, is sixty-five. The average duration of membership has been thirty-nine months.

More than 100 teachers have received assistance outside the home for an average period of fourteen months and an average expenditure per person of \$658.

Expansion of the home is a problem for the not too distant future. The bureau has a waiting list of applicants desiring to be admitted.



## AS TRANSIENTS SEE US

**WILLIAM R. BOONE**

Principal, Senior High School  
Orlando, Fla.

In Florida, especially, with its continual influx of students from all states in the Union and a scattering of some from other parts of the world, the administrator often encounters surprising notions about the status of education in his state. This is in addition to the information, or misinformation, he gleans from the visitors as to the climate, the various social and economic institutions of the South, and other aspects of life.

### WE ARE UNDERESTIMATED

It comes to be quite the expected thing to have the registering student say, "Mr. X, my principal at home, told me that I could not get the subjects here that I have been taking. Now, what will I do about French?"

The principal will murmur happily, "We offer French." And then the student and his accompanying parent will exchange surprised glances. So the young hopeful tries again, naming one subject after another, and finally winds up dubiously placing his name on the dotted line of the registration card.

We frequently have to explain to the new registrant from another state that we offer the normal high school curriculum, that our school is fully standardized. We sometimes have to tell him that because he was successful

in passing the tenth grade in Whoosit he cannot jump the eleventh grade and register in the twelfth when he comes to Florida. This is a frequent source of argument.

### STUDENTS ARE SURPRISED

To the astonishment of many transfers, our school possesses a cafeteria which has been in operation since 1922. We have fourteen large buses that roll to and from the school transporting students. We have the normal extracurricular activities, such as athletics, glee clubs, a chorus, a band, and virtually all the other school activities that many times give us the chills, even in our salubrious climate, as they do elsewhere.

We have become convinced that visiting schools in other states is one of the greatest educational experiences an administrator can have. Direct contacts with other schoolmen lead to a relaxation of ideas and the acquiring of a fund of new information. A good hunt in which the wild and tame bulls are shot is worth more to the administrator than any other learning activity in which he can indulge.

So let's get acquainted with the actual conditions that exist in each other's schools, instead of harboring ideas that have long since been outmoded. It is only in this way that we can correct our misconceptions of, and lack of appreciation for, the other fellow's school, such as always accompany sectionalism.

**I**N A community which has a large transient population, the school administrator has contacts with many students from widely scattered parts of the United States. From them he learns that the people in various sections of the country have many strange ideas about the schools in other sections.

### GETS A NEW SLANT

If he is an administrator in a Southern school, he sees through the eyes of the transient students who enroll how the schools of the South appear to administrators in other parts of the country. Perhaps he gets a new slant on his own school, one that may leave him a little confused and astonished.



# NAMES IN THE NEWS

## SUPERINTENDENTS

**Dr. H. B. Bruner**, superintendent of schools at Oklahoma City, Okla., since 1943, will become the new superintendent at Minneapolis August 1, succeeding **Willard E. Goslin**.

**Ralph E. Brant**, superintendent of schools at Owosso, Mich., for the last four years, has accepted a similar post at Ecorse, Mich., at a salary of \$9000 a year.

**L. P. Cushman**, superintendent at Greenville, Mich., is the new superintendent at Owosso. **A. F. Allinder**, high school principal at Greenville, Mich., has been promoted to the superintendency.

**Frank Himmelmenn**, curriculum coordinator for the schools of Fond du Lac, Wis., has been named superintendent of elementary schools, District 26, at Northbrook, Ill., succeeding **Dr. N. E. Watson**, superintendent since 1929, who is now in charge of the high schools of Northfield Township.

**Glen R. Winn**, principal of the Smithfield Junior High School, Smithfield, Utah, has been appointed assistant superintendent of Cache County school district. **Marcus R. Cooley** of Newton has been named to succeed him.

**Lee M. Thurston**, deputy state superintendent of public instruction for Michigan, has been appointed acting state superintendent. No successor has yet been named for **Eugene B. Elliott**, who became president of Michigan State Normal College July 1.

**J. LeRoy Thompson**, superintendent at Tarrytown, N.Y., has retired.

**Cecil N. Heath**, supervisor of occupational guidance for New Hampshire, has been named superintendent at Lancaster, N.H., succeeding **William G. Fuller**, who resigned.

**W. M. Layman**, principal of the grade school at Prophetstown, Ill., has been made superintendent of the combined grade and high schools at Stronghurst, Ill.

**William James**, high school principal at Somerset, Tex., has been made superintendent of schools, succeeding **Sam Davis**, who has accepted a position at Ralls, Tex.

**Francis Herrell**, principal of the Union Free High School at Taylor, Wis., has

been appointed superintendent at Bloomer, Wis., succeeding **R. M. DeWill**, who has retired after twenty-five years' service.

**K. L. Letsinger**, principal of the high school at Allegan, Mich., has accepted the superintendency at Dexter, Mich. **Joseph Mulready**, mathematics teacher, succeeds him at Allegan.

**T. D. Ozment**, teacher in the high school at Hickman, Ky., has been elected superintendent of schools, succeeding **Thomas N. McCoy**, who resigned.

**Frank L. Smith**, for twenty-seven years superintendent of schools at Lancaster, N.Y., has retired.

**Dr. C. W. Martin**, superintendent at Streator, Ill., now holds a similar position at Cicero, Ill., succeeding **Clyde V. Winkler**.

**Bremen VanBibber**, principal of the Sikeston High School, Sikeston, Mo., has been made superintendent of schools, succeeding **Tharon Stallings**, who resigned. **Robert J. Genins**, high school principal at Riverview Gardens, Mo., has been appointed principal of the Sikeston school.

**George E. Steele**, high school principal at Ansonia, Ohio, has been named superintendent of schools of Jackson Township, Jackson, Ohio. He succeeds **Harry T. Darst**, who has been made head of the schools at Huntington, Ohio.

**Rufus Monts Jr.**, superintendent of schools at Millen, Ga., has been elected superintendent at Sandersville, succeeding **A. C. Dickey Jr.**

**Leland T. Hanson**, high school principal at Leaf River, Ill., is now superintendent at Earlville, Ill.

**James F. Slocum**, superintendent at Platte, S.D., has accepted a similar position at Winner, S.D.

**A. K. Wilson**, superintendent of the Monrovia-Arcadia-Duarte High School, Monrovia, Calif., retired July 1 after thirty-one years' service in the district.

**Dr. J. Leonard Halderman**, supervising principal of the public schools of Doylestown, Pa., has resigned to become superintendent at Dover, Del.

**J. Frank Scott**, principal of the consolidated school at Walkertown, N.C., has been made superintendent of the Stonewall Jackson Training School at Concord, N.C., succeeding **S. Glenn Hawfield**, resigned.

**W. S. Morgan**, superintendent of schools at Paris, Ark., for thirty years, has retired.

**J. S. McCann**, superintendent of the graded schools of St. Albans and Fairfield, Vt., has retired.

**Harold F. Sabine**, superintendent at Southampton, N.Y., for twenty-nine years, retired in June.

## SUPERVISING PRINCIPALS

**Charles H. Taylor**, supervising principal at West Milford, N.J., has been appointed to the same post at Midland Park, N. J., succeeding **Richard M. Hartman**, who resigned.

**William Lawson**, supervising principal of the schools of Baden, Pa., has retired after thirty-eight years in that capacity.

**Paul H. Benedict**, assistant supervisor of the bureau of rural administrative service, New York state department of education, has been made supervising principal at Baldwinsville, N.Y.

**Anthony H. Della Penta**, high school principal at Lodi, N.J., has been made supervising principal of the Lodi school system, succeeding **Henry V. Matthews**, retired.

**Frank Paul Dee**, supervising principal of the elementary school system at Barnegat, N.J., has been appointed supervising principal of Robert Morris School, South Bound Brook, N.J.

**Joseph Loncao**, vice principal of Nunda Central School, Nunda, N.Y., has been named supervising principal of the high school at Mount Morris, N.Y., from which he was graduated. He succeeds **Frank Billies**, who resigned.

## PRINCIPALS

**William C. Gaige**, principal of the high school at Wellesley, Mass., will take over the principalship of Claremont High School, Claremont, Calif., in the fall at a salary of \$6000. He will succeed **Dr. Earl Thompson**, principal and school superintendent for twenty-two years, who will continue next year as superintendent.

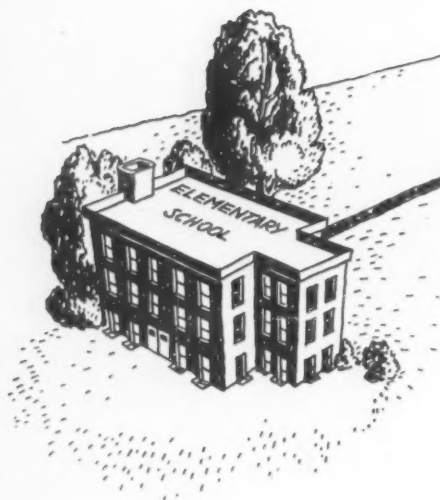
**Amy H. Hinrichs**, principal of Lusher Elementary School, New Orleans, has been appointed principal of McMain High School, succeeding **Alice A. Leckert**, head of the school since its establishment in 1932 and an educator for fifty-two years. **Miss Hinrichs** is a former president of the N.E.A.

**Russel H. Bebb**, teacher at Riverside Military Academy, Gainesville, Ga., has been elected principal of the Englewood School at Englewood, Tenn.

(Continued on Page 76.)



Ralph E. Brant



## Men Teachers Deserting Elementary Schools

LOUIS KAPLAN

Head, Department of Education and Psychology  
and Director of Training Schools  
Oregon College of Education, Monmouth, Ore.

**M**EN are leaving the classrooms more rapidly than ever before.

Data from 23 states indicated that in the year 1942-43, men constituted only 8.4 per cent of the elementary school teachers; in 1943 the figure declined to 6 per cent, and in 1944 it reached the lowest point in our history of education—4.7 per cent.

The prognosis for men in the profession is particularly dim because not only are these men who left failing to return to the classrooms, but four out of every five who were teaching in elementary schools in 1946 did not intend to teach permanently.

This fact was brought out by an inquiry\* as to the future occupational plans of 861 men teachers selected from elementary schools in every section of the nation. Only 22.2 per cent professed a desire to remain in the teaching positions they held. An additional 19.7 per cent were planning to leave the profession at the earliest opportunity. The remaining 58.1 per cent planned to remain, but not as elementary school teachers. They were interested in secondary education or in administration and, if denied these opportunities, many of them expressed an intent to give up teaching.

These observations make it clear that most men teachers look upon elementary school teaching as a temporary phase of their careers. If the

outlook reported by the men who responded to the questionnaire is generally held by men teachers throughout the nation, and there is a strong indication that this may be so, then the few men left in our elementary schools will soon be reduced to the vanishing point.

It might well be asked, "How would the elementary schools be affected by the loss of four-fifths of their present staff of men teachers?" Evidence on this point is available.

Listed in the accompanying table are the future plans of men teachers classified by the assignments which they held. The men who were teaching social studies or science, physical education, special rooms or the upper elementary grades were least contented with their lot. Fewer than one out of every five were planning to remain as classroom teachers. Teachers of

industrial arts and the intermediate grades seemed much more inclined to continue in their present assignments, than the others, but even here most of the men had plans which did not include continuing as elementary school teachers.

Prior to 1820, teaching was a man's job. Women were assigned the minor functions of instructing the younger children who were not prepared to enter the common school or they were given custody of the town schools during the summer months when the master was freed for other duties.

The parceling out of the town schools into district schools, the rise of the infant schools, the common school movement and, finally, the Civil War worked a fundamental change in this situation. The need for teachers was greatly expanded and economy minded communities turned

FUTURE PLANS OF MEN ELEMENTARY SCHOOL TEACHERS

Assignment	Per cent who will remain as teachers	Per cent seeking administrative or supervisory positions in elementary schools	Per cent seeking positions as secondary school teachers or administrators	Per cent who plan to leave the teaching profession
Art or Music.....	23.0	13.8	26.6	36.6
Social Studies or Science.....	18.3	41.7	27.4	12.6
Industrial Arts.....	37.4	15.0	21.8	25.8
Physical Education.....	16.2	34.1	25.4	24.3
Grades 3, 4 or 5.....	38.1	41.3	9.5	11.1
Grades 6, 7 or 8.....	18.5	47.2	16.8	17.5
Special Room.....	17.5	45.7	15.8	21.0

\*Kaplan, Louis: The Status and Function of Men Teachers in Urban Elementary Schools, unpublished dissertation, University of Southern California, Los Angeles, 1947. 432 pp.

to women teachers as the most effective buttress against rising educational costs. Since women were willing to work for less than half the salary demanded by the schoolmasters, men were required to accept positions on the same terms offered to women.

This was a condition which few capable men were willing to accept. The expansion of American economic horizons provided men with opportunities for personal advancement and adventure. Able men chose to leave the schoolrooms and seek more remunerative and respectable occupations elsewhere. The resultant shortage of manpower made it imperative that more and more women be brought into the classrooms to take over the functions of the schoolmen.

As a consequence, women became increasingly dominant in the teaching profession. By 1870, only 39 per cent of the teachers in the nation were men and at the close of the nineteenth century this proportion had been reduced to 30 per cent. From then on, the ranks of the schoolmasters were progressively decimated until by 1942 only 21.3 per cent of the nation's teachers were men.

In the elementary schools the displacement of men was even more

pronounced than it was in schools in general. In 1900, 29 per cent of all elementary school teachers were men but by 1942 this figure was reduced to 11 per cent. The significance of this displacement is indicated by the fact that during the period when only 12 per cent of the teachers in American elementary schools were men, the primary schools of 26 foreign countries were reported to have a median of 46 per cent of men teachers. Thus, it is evident that there are few nations in the world in which the schools are so completely in the hands of women teachers as in the United States.

Evidently the only way to retain a large proportion of the men now teaching in elementary schools is to assign them administrative or supervisory positions. Such a procedure would pose serious organizational problems for school officials and would not, in any event, alter the fact that under present circumstances men do not consider the elementary school teaching position as a satisfactory occupation. It appears likely that the man elementary school teacher will soon join the ranks of the blacksmith, the carriage maker and the lamp-lighter in the nation's scrap pile of outmoded occupations.

who has demonstrated that he has ability, is industrious and may be depended upon to apply himself to the limit of his capacity for learning. He may not be at the top of the graduating class scholastically, but he has impressed fellow students, faculty and friends as an individual deserving of a chance to continue his education.

In recognition of these facts, the citizens of any locality can decide to do something to help.

Such a plan was organized in May 1947 by the citizens of Fort Plain-Nelliston, N. Y., which has a population of approximately 3500, a school enrollment of about 600, and a faculty of thirty teachers. The first objective was the setting up of one scholarship of \$1000 to be awarded to a person planning to attend a recognized college, \$400 to be paid the first year and \$200 per year for the second, third and fourth years.

The plan met with such approval in the community that it was expanded in 1948. The budget now includes an additional \$300 as a scholarship for a person meeting the requirements mentioned, who may elect to take a business or professional course of less than four years. The \$300 is to be paid in two installments of \$150 each.

The Scholarship Association of Fort Plain was incorporated under the Board of Regents of the University of the State of New York, Sept. 19, 1947. This gives the organization a legal status and permanence which should assure its continuance as a local institution worthy of the support and encouragement of the citizens.

The constitution of the association provides that all persons or organizations making contributions automatically become members of the Scholarship Association, and every member is asked to take an active part.

It will mean much to the members of the organization if they can, in later years, point with pride to a number of young people from the community whom the association has aided in becoming outstanding citizens.

The association makes it possible for citizens of the Fort Plain-Nelliston area to help deserving young people who have shown ability and who have a desire to further their education.

Through the association, persons who would like to help students continue their schooling may do so, even though they are not financially able to make a large contribution. A number, who are willing and eager to help, are

## Community Provides Scholarships

JOHN E. RIDDER

Principal, Fort Plain High School  
Fort Plain, N.Y.

IT HAS long been the custom of laymen who are interested in education, both as individuals and in clubs and organizations, to offer money prizes through the school principal and faculty to students who make the highest grades in certain subjects, or to those who have made the greatest improvement in a subject.

Such prizes usually go to two or three students in the school who have the highest general ability and intelligence. This practice is commendable and does stimulate many students to put forth their best efforts, but the student of average ability has little chance to win against this competition.

The situation can be changed into a worthwhile community project. An association of citizens could be formed through whose combined efforts real and substantial financial aid could be given to at least one or two persons

each year, making it possible for them to continue their education.

In every community there are young people approaching graduation from high school who have made a good scholastic record, who have demonstrated ability and talent, have proved themselves deserving of an opportunity for further education, and who, from every point of view, could profit from education beyond high school.

What can be done to assist these boys and girls when conditions at home are such that outside financial help is needed?

Many scholarships are available on state and national levels, especially to those who have superior scholastic ability, but the competition is on such an extensive basis that it is seldom a local boy or girl is selected.

The student we are anxious to help is that worthy one in our own school,



considering making bequests in their wills, or have already done so, allocating a certain amount of money the income from which is to be used in the perpetuation of this scholarship plan.

The constitution and by-laws of the association provide for an impartial selection of the recipients of the scholarships from the applicants.

Applications are submitted to the guidance counselor of the high school, who is chairman of the advisory committee. A prepared form is used which requests certain information, the most important of which is a proposed budget of the student's expenses and a statement as to how he expects to meet these obligations. This is signed by the applicant's parent or guardian.

All applications are then reviewed and investigated by the advisory committee which reports its findings to the board of directors. The final decision and award is made by the board. The advisory committee consists of the guidance counselor of the high school, who serves as chairman, and two others appointed by the president of the association from among its members.

#### PUBLIC RELATIONS COMMITTEE

The constitution also provides for a public relations committee, "to advise ways for enlarging the membership" and "for general promotion of the association."

This scholarship plan is recommended for any community, regardless of size. The success of the plan will depend largely upon the enthusiasm of its board of directors.

The future of any similar organization depends upon the judgment exercised in the selection of the award recipients. If those who receive aid prove by their success that they have been helped to a richer, fuller life, they will reflect credit upon the members of the association who have had the wisdom to promote and to work for such a worthwhile community project. It is believed that the association will grow and that many bequests and donations of considerable value will be added from year to year to ensure the continuance of this good work.

It would hardly be possible for any community to raise enough money to endow a perpetual scholarship plan as extensive as this. The only way it can be done is to set it up as a living endowment, trusting to those who subscribe to assume a personal interest in seeing that their donations are continued on a yearly basis.

## Citizens and Students Help Plan Curriculum

**S**TUDENTS and citizens help teachers decide what to teach in the public schools of Kalamazoo, Mich. With democratic curriculum building as its goal, the Kalamazoo Curriculum Council has a membership of approximately sixty, made up of teachers, students, members of the parent-teacher organization, representatives from the chamber of commerce and from the ranks of labor. It also has teacher committees whose members volunteer to serve; they choose the committee on which they wish to work. All teachers are encouraged to belong to a committee but this is not a requirement.

Each committee designates its own chairman. Dr. Theral T. Herrick, director of curriculum for the Kalamazoo school system, is the chairman of the council.

The objectives of the group have been summarized as follows:

1. To discuss the major needs for curriculum improvement as presented to the council by any person or group of persons.
2. To attack these needs through committee investigation.
3. To make recommendations concerning needed curriculum changes to the superintendent of schools after hearing the findings of these committees.
4. To maintain lines of communication on curriculum practices and program.
5. To encourage curriculum experimentation.
6. To promote teacher visitation.
7. To develop plans for in-service training of teachers.

The council has recently started publication of the *Curriculum News* which is to be issued regularly throughout the school year. Its object, as stated by Loy Norrix, superintendent, in Vol. 1, No. 1, is to "provide information on our philosophy of education, our immediate purposes and aims, the activities of students and teachers and to indicate some ways by which the citizens of the community are participating in helping us keep our curriculum at all times vital."



FOUR HUNDRED leading educators from forty-six states engaged in an intensive study of how to build stronger support and higher standards for the teaching profession at the National Conference on the Education of Teachers at Bowling Green State University, Bowling Green, Ohio, in July.

Left to right above are seen: Frank L. Grove, secretary of the Alabama Education Association and president of the National Association of Secretaries of State Education Associations; Ralph McDonald, conference director and commission secretary; W. E. Peik, dean of the College of Education, University of Minnesota, and commission chairman; Willard E. Givens, executive secretary of the N.E.A.

# HANDLING STUDENT FUNDS

J. C. CHRISTY

Superintendent, Shreve, Ohio

WE have been using a central treasury plan for the handling of student activity funds since 1938. Before that time each school organization had kept its own record of income and expenses.

Each treasurer has his individual method of record keeping, and there was no satisfactory way in which the accuracy of the various treasurers' records could be checked. This led to the development of our central treasury plan which has been well accepted by teachers as well as by students.

Student activity funds are now in the custody of a central treasurer who is the commercial instructor, and an assistant who is a commercial student. Thus the funds have administrative supervision.

The fundamental principle underlying the plan is uniformity. And uniformity implies that certain standardized procedures exist. These procedures may be summarized briefly as follows.

A ledger is kept by each organization treasurer showing all receipts of funds and all cash payments, with dates and amounts.

Forms for requisitions for purchases or authorizations to incur indebtedness of the organization are issued showing the date, the person whose goods are to be purchased, and the signatures of the authorized sponsor of the organization, the principal and superintendent.

## FORMAL RECEIPTS ISSUED

All treasurers are expected to issue formal receipts for all money received from their organizations and deposit all funds with the central treasurer. The central treasurer checks receipt stubs to see that they correspond with the deposits.

Funds of all organizations are deposited in a central account which is under the direct control of the central treasurer.

The ledger of the treasurer is composed of separate accounts for each organization showing the amounts and

dates of money received and all cash disbursements.

Receipts are made out by the central treasurer to the organization treasurer for all money deposited in the central fund.

All bills and obligations are paid by check.

Bills authorizing warrants to be drawn upon the central treasury show the name of the business, the purpose of the expense, and the amount, with the signatures of the local treasurer, the chairman of the committee and the adviser.

The organization treasurer does all posting from receipted bills presented by the central treasurer and the receipted stubs.

## CENTRAL TREASURER'S FUNCTIONS

The central treasurer does not take the place of the organization treasurer. The organization treasurer still functions in the collection and disbursement of his own organization funds and the keeping of proper financial records.

The central treasury becomes the general depository for the funds of all organizations. Disbursement of funds is made only upon an order issued by the proper officer of the organization and approved by the sponsor. The central treasurer also audits the individual treasurer's books every month.

Each time an individual treasurer deposits money with the central treasurer, 1 per cent of the deposit is deducted.

This amount is then placed in the general fund account which provides money for such expenses as receipt books, ledgers and stamps that are necessary in carrying out this centralized plan. When this account has accumulated a sufficient balance, the fund is spent for some worthwhile school purpose.

Following are several reasons why all funds should be deposited to the credit of one account rather than to the credit of individual organizations. The local bank does not have to be



1. Receipt is given by organization treasurer for money.



2. This money is then deposited with the central treasury.



3. Funds of all organizations are put in one bank account.



4. Requisitions are issued for all organization expenditures.



5. Central treasurer pays the bills of each group by check.

bothered with keeping records on eighteen separate petty accounts. This simplifies its work.

The handling of all funds in one general account gives sponsors information as to the financial condition of all school organizations and provides a complete accounting record for any purpose for which they may be needed.

Greater protection is given funds under the centralized system than was given formerly because the general treasurer is placed under bond.

Payment of all bills by check provides the necessary record of disbursements.

A favorable attitude toward the school is developed in local merchants by the prompt payment of accounts when they are due. It is part of the training values of the whole program that organizations operate on a business basis.

They are furthermore not permitted to obligate themselves for expenditures or to make purchases before the funds are collected. An organization must have funds available to meet all obligations when due. The central treasurer can enforce such a policy much more readily than can be done under the sponsor plan of administration or any other.

#### SYSTEM HAS SAFEGUARDS

Such a system of record keeping offers all the safeguards of adequate accounting and introduces students to the responsibilities and procedures of such phases of business with a minimum of opportunity for carelessness or dishonesty.

The organization's treasurer knows that his books have a double check, that is, his deposits and disbursements must agree with the balance of that particular account on the central treasurer's books, and his deposits must equal the total of his receipt stubs. Disbursements are made by receipted bills or by the check written by the central treasurer. Because of this double check the individual treasurer can no longer be accused of dishonesty but is looked upon as a good, systematic, accurate individual. The danger of loss and the temptation to divert funds for private purposes are protected by the centralized plan.

The central treasurer has a triple check on his ledger because the total of the individual account balances must equal the checkbook balance which must equal the bank balance.

## STATE'S SCHOOL PROBLEMS ARE

A RATHER unique experiment in state school studies is being conducted in Indiana. It is believed to be the only major study in the country to be initiated and financed by the organized teaching profession.

The Indiana School Study Commission was created by a resolution of the Indiana State Teachers Association at its October 1947 convention. It has received an initial grant of \$25,000 from the funds of the state association.

#### COMMISSION OF FIFTY-SIX

The commission is composed of fifty-six members, thirty-two of whom are laymen. After its initial meeting and organization, it became an independently functioning body for purposes of carrying on the study.

Coming as it did from the professional organization, and having in its membership ten members of the general assembly and a wide representation of laymen prominent in civic and lay organizations, the commission naturally undertook a broad cooperative study rather than one conducted by a smaller number of specialists in education. The basic structure of the plan provides that the commission elect an executive committee of ten members and divide the study into seven areas as follows:

School Organization and Administration.

Financing of Schools.

School Transportation.

School Buildings and Equipment.

Elementary School Program.

Secondary School Program.

Employed School Personnel (Instructional and Noninstructional).

For each of the major areas there are a chairman, a vice chairman, a secretary, and a steering committee, and also for each area there is an out-of-state consultant chosen on the basis of his experience and specialization in the particular field. The study committees are then composed of from twenty-five to thirty persons, mostly educators, making a total of

more than 250 persons directly involved in the study. In addition, there are thousands who will make contributions through interviews or in the answering and filling out of questionnaires, check lists, opinionnaires and other instruments for collecting data and information.

The philosophy underlying the study, obviously, is that a great number of persons drawn from a cross section of lay and educational fields in Indiana shall participate in collecting and organizing data, and forming conclusions to such extent that when the study is completed there will be a tremendous start on the road to a complete implementation of the project.

The conduct of the study is based upon a simple principle, namely, that action shall proceed from the large foundation study commission up through the steering committee into the coordinating committee, composed of committee chairmen and consultants, up through the director to the executive committee and finally the commission, and back again through that line to the study committees as many times as will be necessary for the final completion of the project.

#### PROGRAM UNDER WAY

The study committees have already had their original meetings, have determined upon the areas to be included in each committee's activities, have cleared these agreements back through the coordinating committee, have subdivided their areas into from five to ten subareas and have gone to work. Outlines have been compiled, questionnaires, check lists, and other instruments are now in process of construction, visits to selected representative counties over the state are in progress, and the broad program of state school study is well under way.

Considerable question arose as to the possibility of releasing the 250 school people from their school assignments for a sufficient length of



# STUDIED BY CITIZENS

ROBERT H. WYATT

Executive Secretary, Indiana State Teachers Association

time to perform these tasks without unduly taxing their energies. The state board of education, recognizing the tremendous implications of the study, passed a resolution approving the project and made it available to local school boards and superintendents for their use in determining whether or not their employees should be released for such an activity. The response to these actions has been unanimously favorable.

In every instance the study committees are composed of a well balanced representation of Indiana college people, superintendents, principals, teachers and others drawn from the schools. An interesting phase of the study is the relationship of the out-of-state consultants to the study committees. These consultants help to maintain a balance of judgment by checking the viewpoints of Indiana people with the consensus for other regions.

## PUBLIC REACTION EXCELLENT

The public reaction to the school study has from the very first been excellent. The citizens appointed to the study commission have been selected from the top positions in Indiana political, religious and civic life, and their response in serving on the commission has been a new inspiration to school people who at times question the depth of public interest in education. At the same time there has been a most favorable reaction to the honest and forthright efforts of educators to make an open showing of the entire school program, its strength, its weaknesses, and its needs.

The people of Indiana in the past few years have made tremendous strides in education in some areas. But because of apathy in certain quarters or the opposition of vested interests, they have found it impossible to bring about other changes in school organization or curriculum that should be made. At the same time, the educators in Indiana recognize that they themselves do not know all the con-

ditions or even all the problems, to say nothing of all the answers. They have thus inaugurated this gigantic cooperative effort to bring about whatever investigations and solutions are necessary without regard to any personal implications that may be involved.

## STUDY WILL BE LANDMARK

There is a widespread feeling among both school and lay people at this stage of the study that, in terms of the education of Indiana youth, the results of the Indiana School Study Commission's work will be an outstanding landmark of the twentieth century in Indiana education.

## More Instructional Materials Needed for Apprentices

WASHINGTON, D.C.—Vocational educators must create a large volume of instructional materials for apprentices, says the Federal Vocational Education Division.

These materials are needed by the public vocational schools in their "related instruction" programs, which must supplement the on-the-job training for apprentices. At the present time many of the 200,000 registered apprentices are not receiving adequate related instruction because of the lack of individualized study guides and manuals. Instructional materials are needed especially in such trades as those of airplane mechanics, automotive mechanics, electroplaters, optical technicians, pipe fitters, sheetmetal workers, tailors, tool and die makers, watchmakers, and many others.

To relieve a critical need for instructional material, at least partially, the Federal Vocational Education Division is now working with the states in locating state prepared materials and disseminating this information. This intrastate exchange of information, however, is only a partial answer to the problem, vocational educators in Washington say. The most direct solution to the problem is the creation of packets

of new teaching and learning instruments to serve the individualized needs of apprentices. Raymond Gregory, assistant commissioner for vocational education, says that George-Barden Act funds may be used in part for this activity.

## "Natural Community" Surveyed; New Buildings Planned

NILES, MICH.—Eight mills, voted recently for the construction of two new elementary buildings, provide a start in this community's long-range educational program. The need for more and better buildings was established by a survey of the Niles school district and the "natural community" which it serves. Max S. Smith is superintendent.

Plans are nearing completion for the construction approved by voters. One elementary unit will house 340 children, and the other 250. These will serve natural concentrations of population, as will other projects planned to accommodate a school membership of 5200 by 1960. At the present time, the district serves 5179 children, including 1995 from rural districts.

The survey recognizes immediate need for a community college building to house 800 to 1200 students. It recommends revision of the present secondary education plan to include thirteenth and fourteenth grades and asks that the instructional program be expanded to meet the vocational, social and pre-professional needs of the community's youth.

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The NATION'S SCHOOLS expects to return rapidly to its former publishing schedule. Recent settlement of the printers' strike, as it affected commercial shops, has brought the magazine back to its former printer in Chicago, beginning with this issue. The strike situation of the past three months caused delays in mailing and necessitated changes in format. We thank our subscribers and advertisers for their understanding attitude during this emergency period. Plans can now go forward toward the continuing improvement and expansion of The NATION'S SCHOOLS.—The Editors.

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# AUDIO-VISUAL AIDS

## CENTER SERVES MANY GROUPS

WITH no more than seventeen months of operation since its establishment, the Center of Audio-Visual Materials of the Pueblo Junior College has achieved a rather unique position in Pueblo and southern Colorado.

If its services were to be summarily halted, the effect would be felt immediately in the classrooms of the college itself, the city and county schools, and many schools beyond Pueblo County. In fact, many civic, religious and industrial groups would find it suddenly difficult to use films and filmstrips in their activities. Home users also would be at a loss for sources of materials.

The center was set up primarily to serve as a source of many, if not all, types of audio and visual materials available for education. It was recognized that Pueblo Junior College, in both its divisions, academic and vocational, could well use a department devoted to the selection and utilization of the many teaching aids developed by the educational services of the armed forces.

Special emphasis was laid upon the

### FRANK H. OETTING

Director, Center of Audio-Visual Materials  
Pueblo Junior College, Pueblo, Colo.

procurement of visual aids, such as films and filmstrips, to be used in the classrooms of the vocational department. More than 100 films produced by the U.S. Office of Education during the war were procured and are being used extensively in machine shop, radio, auto mechanics, refrigeration, electronics, welding, aeronautics, aircraft and engine mechanics, mathematics and mechanical drawing classes. A special room for projected aids has been set up for the convenience of instructors who plan their schedules together to allow maximum use of materials and to eliminate conflicts in their use.

The facilities of the center include sources of all available films and other materials. Instructors in chemistry, radio, art, music, biology, home-making, athletics, psychology, history, dramatics, public speaking, typing, physical education, and English utilize these sources to augment the materials in

the library to bring the most effective teaching aids to the classroom at the precise time when they are needed to be of maximum value.

Many Pueblo Junior College students are on-the-job trainees who appreciate the opportunity of taking part in field trips to industrial and commercial centers for actual participation and observation. Special effort has been made to obtain models, mock-ups, and actual items from war surplus to give the utmost in training facilities.

The Center of Audio-Visual Materials offers to the college faculty and students the opportunity to partake in the production of teaching aids, such as motion pictures, slides, recordings and transcriptions.

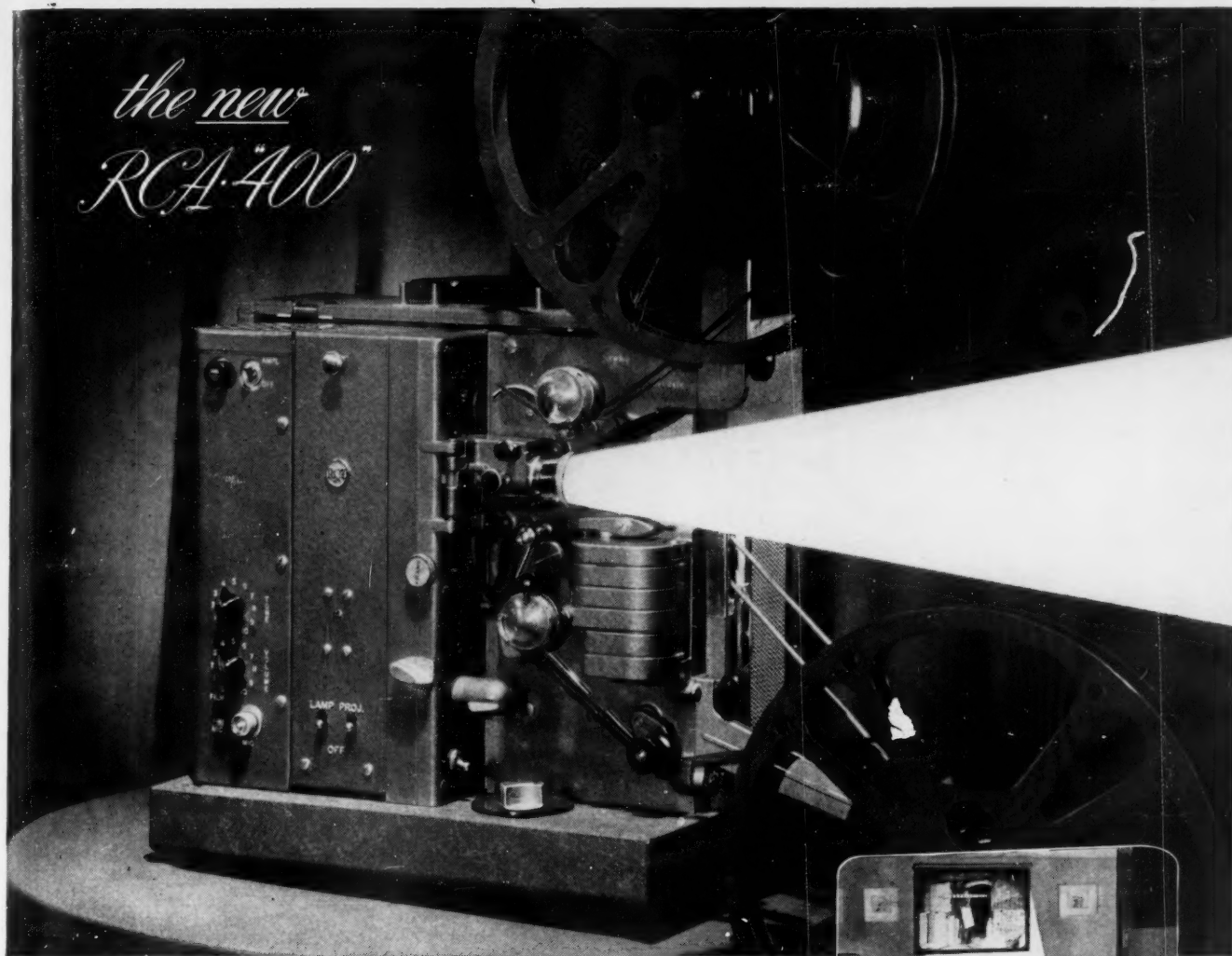
The Pueblo Junior College sponsors the veterans farm training program in the area around Pueblo. Some four instructors are active in the field and have established a regular schedule of farm training films to accelerate and facilitate the program.

Pueblo city and county support some sixty primary, elementary and secondary schools, approximately half of



Teachers review current literature and sources of audio-visual materials.

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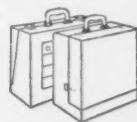
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which are equipped to use projected aids. The 300 films and as many filmstrips supplied by the center are in constant demand in this rapidly growing field of instruction. The center plans activities, such as demonstrations, previews, discussions, bulletins, field trip possibilities, in an effort to be of greatest assistance to teachers on all grade levels in the selection and utilization of audio-visual materials. Teachers are constantly visiting the center to become better acquainted with new materials, new techniques, and methods of use and evaluation of materials. Administrators call for assistance in setting up an audio-visual program.

Since the Pueblo Junior College is supported by the taxpayers of Pueblo County, a special weekly rental rate for films has been set up for county schools. This has resulted in a saving to county schools and has assured the college a return sufficient to repay the original investment in approximately five years.

#### KEY GROUP IN THE PROGRAM

The administration and execution of the processes necessary for selection, ordering and arranging for showing of audio-visual aids in most city and county schools are accomplished by one or two faculty members of each building, who form a group of assistants in audio-visual aids to the teaching personnel. This is the key group in the operation of the program.

One of its functions is to preview suggested new films, filmstrips and recordings for purchase by the Center of Audio-Visual Materials. This group is constantly endeavoring to stimulate proper and effective use of audio-visual aids by the teachers in the various schools, stressing preview, preparation and follow-up activities. These teaching assistants in audio-visual instruction offer suggestions for improvement in service, in new materials, in in-service training, in discovery and production of community resources, in public relations, and in methods of distribution. A community film council is expected to materialize soon.

The schools of southern Colorado were quick to take advantage of an audio-visual rental library within a distance of 150 miles. Pueblo is strategically located for rapid mail and express service to all points in this area. Frequently films and other materials are requested by telephone and are

delivered to the school the same day.

The most encouraging factor in the use of audio-visual materials in these schools is the concerted interest shown in wise selection and effective utilization. School children are rapidly becoming aware that motion pictures in the classroom are not "shows" but definite ways of learning and are welcoming them with eager anticipation. The teacher's responsibility is to choose wisely among projected aids and to use them well.

Probably the most unexpected popularity of the new Center of Audio-Visual Materials has developed in the area of community use. Until a few years ago the number of film showings to civic organizations was relatively small, even though excellent materials were available. At the present time among such groups as Rotary, Lions, Kiwanis, Elks, Exchange, Optimists, Cooperative and other clubs there is an average of at least one film showing per week. Several groups have used films as a basis for a film forum on important topics, such as "The United Nations and Democracy in Action." Hotel managers have arranged for projection facilities in their dining rooms to accommodate the growing demand for film programs.

Slower in development but equally eager are the religious groups desiring to use audio-visual materials in church services, Sunday schools, group meetings, and general instruction assemblies. Several churches have successfully built an entire service around a religious film. Many are using films, filmstrips and slides regularly in Sunday school and vacation Bible school. Films on Christianity are in constant demand for discussion groups.

#### ASSISTS RELIGIOUS GROUPS

The Pueblo Junior College Center of Audio-Visual Materials does not contain religious films and strips. However, it offers service in locating and obtaining these materials for interested groups, helps to arrange projection and suggests methods of use when the program is new. The center endeavors to serve as a clearinghouse for religious groups in keeping abreast of the latest developments in the field. This is a growing field; a number of churches already have the necessary equipment for such a program.

Another group in the community that relies on the center to a rather full extent is made up of the commercial and industrial film users. Sales

managers of department stores and other establishments find audio-visual aids a quick, effective method in training new sales personnel. Salesmen carry films to bring a more attractive and complete presentation of their products to prospective customers. Safety engineers and fire chiefs are using projected aids in the prevention of accidents and fires.

An added service of the center has been to furnish materials to home users who have 16 mm. equipment. Many of these persons investigated the audio-visual field before making their investments and found the information at the center most helpful.

In this brief résumé of the activities of the Center of Audio-Visual Materials of the Pueblo Junior College several things have been attempted.

#### A PRACTICAL SYSTEM

First, here is evidence that a decentralized system of educational film libraries is not only practical but advantageous. The Pueblo center does not attempt to fill all the needs of film users but relieves to a material extent the heavy demand on the larger libraries.

Second, a small library may be financed over a period of years for less than \$15,000 depending upon the number of consumers in the area. The Pueblo Junior College Center is strictly an educational institution. Yet, its influence goes far beyond the schools into many other phases of community life.

The future growth of the library will be commensurate with the demands of the schools in this area and community. With the unusual interest in this field of instruction and the actual acquisition of projection machines, it seems evident that a steady increase of new materials will be wise and necessary.

#### Don't Dissect a Film

DO WE NEED to change our teaching methods when we use films? Surely no new principles of learning are involved in the use of motion pictures . . . but old methods of teaching, learned almost unconsciously as a student, are likely to persist. . . . The motion picture, properly conceived, is not another textbook. You can't study a film bit by bit, page by page. It does not lend itself to drill, repetition or memorization. Rich understanding comes with a single viewing.—EDGAR DALE, *Ohio State University*.



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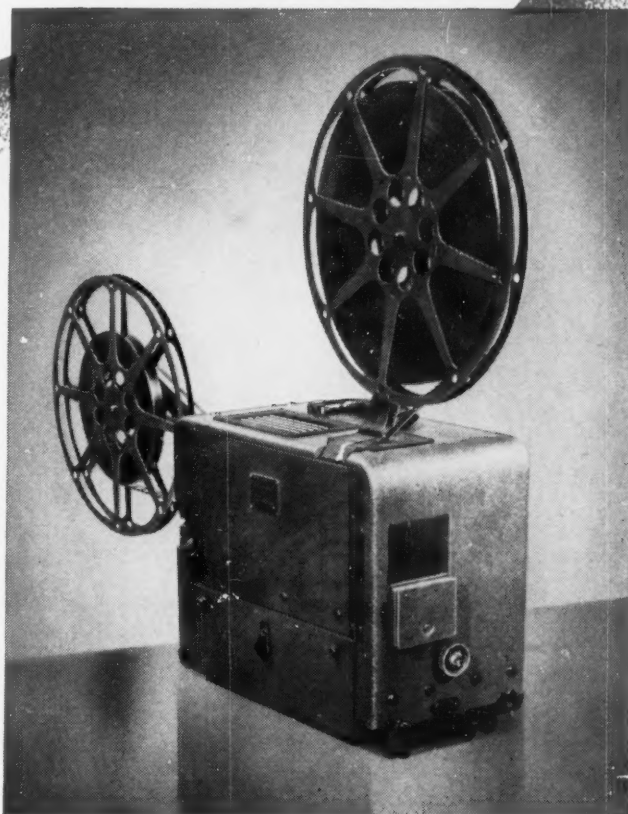
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# THE SCHOOL CAFETERIA

CONDUCTED BY MARY DeGARMO BRYAN

## MERITS OF SELF CHOSEN AND "TYPE A" LUNCHES

JOYCE E. ELWELL

Instructor in Home Economics  
University of Missouri

and

MAY S. REYNOLDS

Professor of Home Economics  
University of Wisconsin

THE type of lunch to offer in a school cafeteria is of considerable concern today to school administrators and lunchroom managers. Recent government programs have encouraged the serving of a Type A lunch<sup>1</sup> to each child. Lunchroom managers have questioned the advisability of such practice.

Some feel strongly that it is an undemocratic procedure. Others feel that the plan gives the child little opportunity to learn to apply his knowledge of nutrition to the choice of desirable meals. Still others object, saying that since the home meals vary greatly, the child should have an opportunity to choose a lunch to fit the pattern of his own home meals.

The purpose of this study was to determine how the school lunch can make the greatest contribution to the child's nutrition. Does the Type A lunch contribute more to each child's dietary needs than the self chosen lunch, and does it better supplement meals eaten at home in furnishing an adequate diet?

The study was made in a suburban Detroit school where the school cafeteria offered a Type A lunch at a reduced price made possible by federal reimbursement. An à la carte selection of foods used on the plate lunch as well as other foods was possible. Seldom were more than 10 per cent of the meals sold on any one day of the Type A lunch.

Children from the fourth, fifth, sixth, seventh, and high school grades made a record of all foods eaten in seven consecutive days. These records were divided into two groups: those in which the lunch was purchased at school in the cafeteria, and those in which the lunch was eaten at home or brought from home by the student.

<sup>1</sup>Menu Planning Guide for School Lunches, War Food Administration, Office of Distribution. N.F.C. 10, Revised, 1944.

The group with the self chosen lunch purchased at school was used for the study.

These diet records were scored according to the number of times during the week that foods in each of ten groups were included.<sup>2</sup> For purposes of comparison three levels of consumption were used. Table 1 shows the number of servings of each food group per week for each consumption level.

Table 1—Number of Servings of Each Food Group  
per Week for Each Consumption Level

	Upper	Middle	Lower
Milk, ½ pint.....	14 or more	13 to 8	7 or less
Butter or margarine.....	14 or more	13 to 8	7 or less
Meat or alternate.....	7 or more	6 to 4	3 or less
Vegetables			
Green or yellow.....	7 or more	6 to 4	3 or less
Others .....	7 or more	6 to 4	3 or less
Potatoes .....	7 or more	6 to 4	3 or less
Whole grain or enriched cereal.....	10 or more	9 to 5	4 or less
Fruit			
Citrus, tomatoes .....	7 or more	6 to 4	3 or less
Others .....	7 or more	6 to 4	3 or less
Eggs .....	5 or more	4 to 3	2 or less

Type A lunch menus from the school cafeteria were then substituted for the self chosen lunches in the diet records of seventy-two children. These were rescored for comparison with the original diets containing self chosen lunches.

In order to have a total diet with

food constituents supplied in amounts approximating those recommended by the Food and Nutrition Board of the National Research Council,<sup>3</sup> it is believed necessary to have a diet with foods from each of the foregoing groups in the approximate quantities listed as the upper level of consumption. With a similar grouping of foods, Jolliffe states, "A diet lacking in one or more of these categories, unless planned by a dietitian, is almost certain not to contain the National Research Council's recommended allowances of one or more essential nutrients."<sup>4</sup>

For purpose of comparison, the total diets for both groups, those with a self chosen school lunch and those with a Type A lunch, were evaluated ac-

cording to the system of Coco, Moore, Goldsmith, Lucas and Davis.<sup>5</sup> Only 20.8 per cent of the diets with a self chosen lunch were rated as "good" according to this method, while 68.1 per cent of the diets with a Type A lunch had the same rating of "good."

<sup>2</sup>Coco, L., Moore, M., Goldsmith, G., Lucas, G., Davis, H.: A Study of the Adequacy of Diets Consumed by Grade and High School Students in Louisiana, Louisiana Agriculture Experiment Station Bulletin 360, January 1943.

<sup>3</sup>Recommended Dietary Allowances, National Research Council Reprint and Circular Number 122, August 1945.

<sup>4</sup>Jolliffe, N.: Preventive and Therapeutic Use of Vitamins, J.A.M.A. 129: 613-617, 1945.

<sup>5</sup>Coco et al, op. cit.



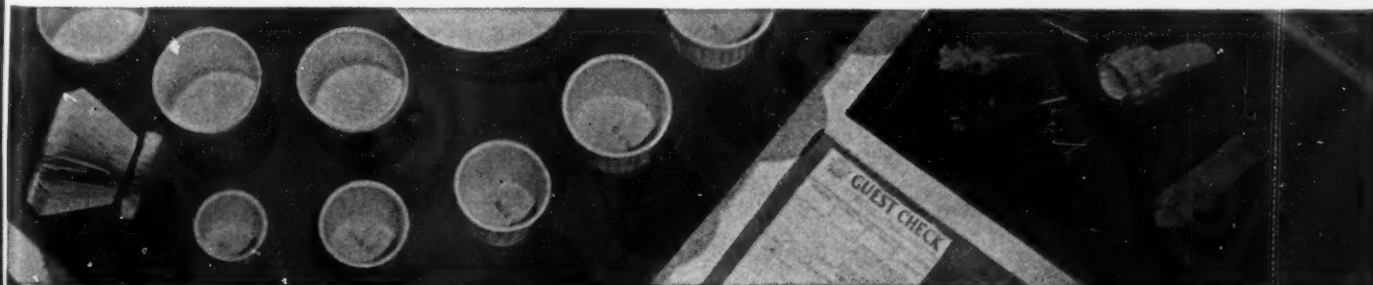


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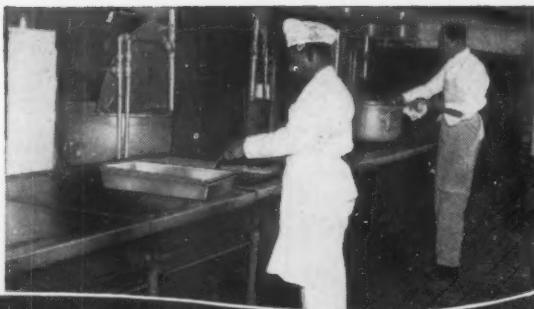
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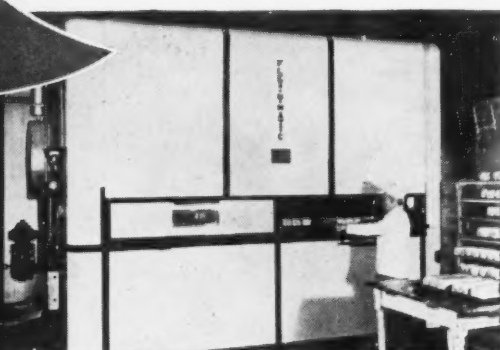
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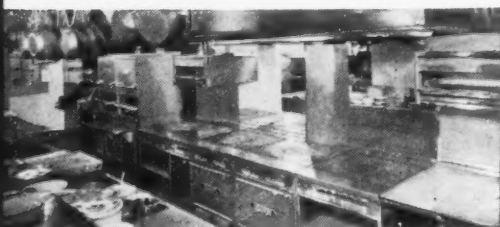
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With the Type A lunch a larger number of total diets was in the upper level of consumption for each food group with the exception of eggs and citrus fruit. In the case of eggs, the number of children having five or more in their diet during the week was about the same, sixteen with the self chosen lunch and fifteen with the Type A lunch, out of the total of seventy-two diets. With a self chosen lunch for the week, twenty-six students had seven or more servings of citrus fruits or tomatoes, and twenty-nine had three or less. With the Type A lunch only fifteen had seven or more servings of fruit in this classification, and thirty-six had three or less fruit servings.

One of the most definite increases in food consumption brought about by the use of the Type A plate lunch was in the case of vegetables. With the self chosen school lunch, fourteen children had seven or more servings of green or yellow vegetables. This group was increased to fifty-three with the use of the Type A lunch in the week's diet. In the case of all other vegetables, four children had seven or more servings during the week with the self chosen lunch, while forty had seven or more servings of these vegetables when the Type A lunch was used.

#### MORE MILK WITH TYPE A LUNCH

Fourteen or more half-pints of milk per week were consumed by fifty-six of the children with self chosen lunches and by sixty-five with the Type A lunch. Appreciable gains were also made in the consumption of cereals, butter, meat or alternate, potatoes and fruits.

Table 2 gives a complete picture of the group in each of three levels of consumption for each of ten food groups.

Since this study shows a nutritional advantage in serving the Type A lunch, the school lunchroom manager will have to weigh this advantage against the possible disadvantage of such a program in violating our democratic principle of free choice.

Further study should be given the problem as it affects nutrition education. Does a child learn to choose a well balanced meal as a result of having such meal served to him with no choice on his part? Does à la carte service in a school cafeteria provide opportunity for practice of academic knowledge of nutrition? Brown's work suggests little carry-over from

**Table 2—A Comparison of Seventy-Two Diets With Self Chosen and Type A Lunches**

Food Groups	Percentage of the Group in Each Consumption Level					
	Upper		Middle		Lower	
	S.C.*	A.**	S.C.	A.	S.C.	A.
Milk .....	77.7	90.3	13.9	8.3	8.3	1.3
Butter or margarine.....	31.9	41.6	48.6	47.2	19.4	11.1
Eggs .....	22.2	20.8	18.0	31.9	59.7	47.2
Meat or alternate.....	77.7	97.2	19.4	2.8	2.8	—
Vegetables, green, yellow	19.4	73.6	30.5	26.3	50.0	—
Vegetables, others .....	5.5	55.5	22.2	44.4	72.2	—
Potatoes .....	26.3	36.1	47.2	41.6	26.3	22.2
Cereal, dark or enriched	47.2	90.3	47.2	9.7	5.5	—
Fruit, citrus, or tomatoes	36.1	20.8	23.6	29.1	40.2	50.0
Fruit, others.....	51.4	55.5	25.0	40.3	23.5	4.1

\*S.C., self chosen lunch in diet.

\*\*A., "Type A" lunch in diet.

nutrition knowledge to food habits.<sup>6</sup>

The results of this study show conclusively that a Type A plate lunch would increase the consumption of most foods believed to be essential for good nutrition. However, since in this study the Type A lunch was substituted for the self chosen lunch "on paper," several questions are raised.

Will the child actually eat these foods on such a plate lunch when he

<sup>6</sup>Brown, C.: *Diets of High School Students and Factors Influencing Food Habits, the Community Basis for Postwar Planning*, Number 4, University of Minnesota Press, April 1945.

would not choose those same foods in à la carte service? Is he more likely to eat the Type A lunch if it is the only food offered, with the exceptions of milk and fruit, which can be purchased à la carte? Is a choice of Type A lunches desirable for high school children? How well will a plate lunch be accepted by a group which is accustomed to free choice in a cafeteria? Will children eat in the corner drug-store or hamburger stand if such a program is adopted in schools in which they may leave the campus during the lunch period?

## Puerto Rico's School Lunch Program

MERCEDES KINLAN

District Supervisor, Lunchroom Program  
Department of Education, Puerto Rico

THE school lunch program in Puerto Rico includes 1394 school lunchrooms, 417 milk stations, and thirty-nine nursery schools. The school lunch division, as a part of the department of education, operates through the following sections: general administrative, accounting and statistics, personnel, payroll, purchasing, technical and supervising, warehousing and distribution, and general employees.

The division assumes responsibility for the purchasing of all food-stuffs and for the accounting of federal and insular funds appropriated for the program. The U.S. Department of Agriculture acts as purchasing agent in the acquisition of food commodities bought on the mainland. Island purchases are made through our purchas-

ing section with the cooperation of the Puerto Rico Service Office and through the local superintendent of schools. The program operated during 1946-47 with funds of \$6,500,000, of which sum insular appropriations totaled \$3,779,050.

The average cost of food per meal served was \$0.127; the total cost was \$0.219. Thirty-one per cent was spent for personnel services and 69 per cent for food, equipment and supplies.

The technical section has worked out supervisors' visit report forms—one for visits to local school systems; the other for visits to individual school lunchrooms. During visits to local school systems all aspects of the school lunch were considered: distribution of funds from the central office, purchase orders for local supplies, physical plant, school lunch attendance as authorized in contracts, personnel, meetings held

Adapted from the annual report for the Department of Education, School Lunchroom Division, Government of Puerto Rico.



by the local supervisor with principals and teachers, meetings held by the local supervisor with school lunchroom heads, and records.

During reviews of individual school lunchrooms, the following points were observed: physical plant and equipment, working areas, water supply, disposal of garbage, storage facilities, menus, meal preparation and service, food requirements, table manners, personnel, records and reports, coordination of school lunchroom program with total school program.

Recommendations and suggestions

are offered in each report for the solution of the problems observed during the visits, or referred by authorities.

Since two of the aims of the lunch program are to develop in the children correct eating habits and a knowledge of the fundamentals of nutrition, three nutrition studies were carried out during 1947-48 with these objectives in mind. Data are being analyzed.

Because of the shortage in Puerto Rico of fresh, fluid milk, butter and fortified margarine, and because of the natural restrictions upon the variety of foods that may be served in school

lunchrooms, it was felt that various modifications to the Type A meal should be requested of the U.S. Department of Agriculture. It was believed that the high vitamin A content of green and yellow vegetables consumed in the usual diet of school children in Puerto Rico was a satisfactory substitute for the vitamin A provided by whole, fluid milk and by butter or fortified margarine, and that, instead of serving two teaspoons of fortified margarine or butter, only half the amount should be served.

It was felt that since many starchy vegetables are commonly served in school lunchrooms, the energy requirements for bread could be furnished by substituting starchy foods such as tanniers, yams, plantains and sweet potatoes. It was also felt that since one of the basic foods in the Puerto Rican diet is rice, which is oftenest served in the lunchroom parboiled, at an average of ten to twelve servings per month (32 ounces), the bread requirement could be omitted when parboiled rice was used. Dry, skim milk proved to be an acceptable substitute for fluid fresh milk. It is expected that the above amendments will be accepted.

The technical supervisor of the school lunch division and her staff maintain close relations with professional and civic organizations and government agencies, whose activities are related to the school lunch program.

Two conferences on the administration and operation of the school lunch program in Puerto Rico were offered to home economics students of the University of Puerto Rico.

The Home Economics Association has cooperated in school lunchroom training courses and preparation of films.

The technical section has worked closely with the bureau of health sanitation and the health education office of the Department of Health in the preparation and compilation of material on food sanitation, food handling, disease prevention, garbage disposal, health problems, and other related topics. The three agencies have worked together in the preparation of film strips on food handling and a teaching unit suitable for lunchroom personnel.

Plans for the coming year include: improvement of methods for purchase and distribution of commodities; planning and supervision of menus by district supervisors; addition of ten area supervisors to the staff, and of a lunch program in every high school.

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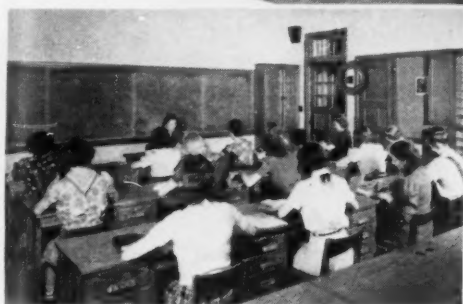
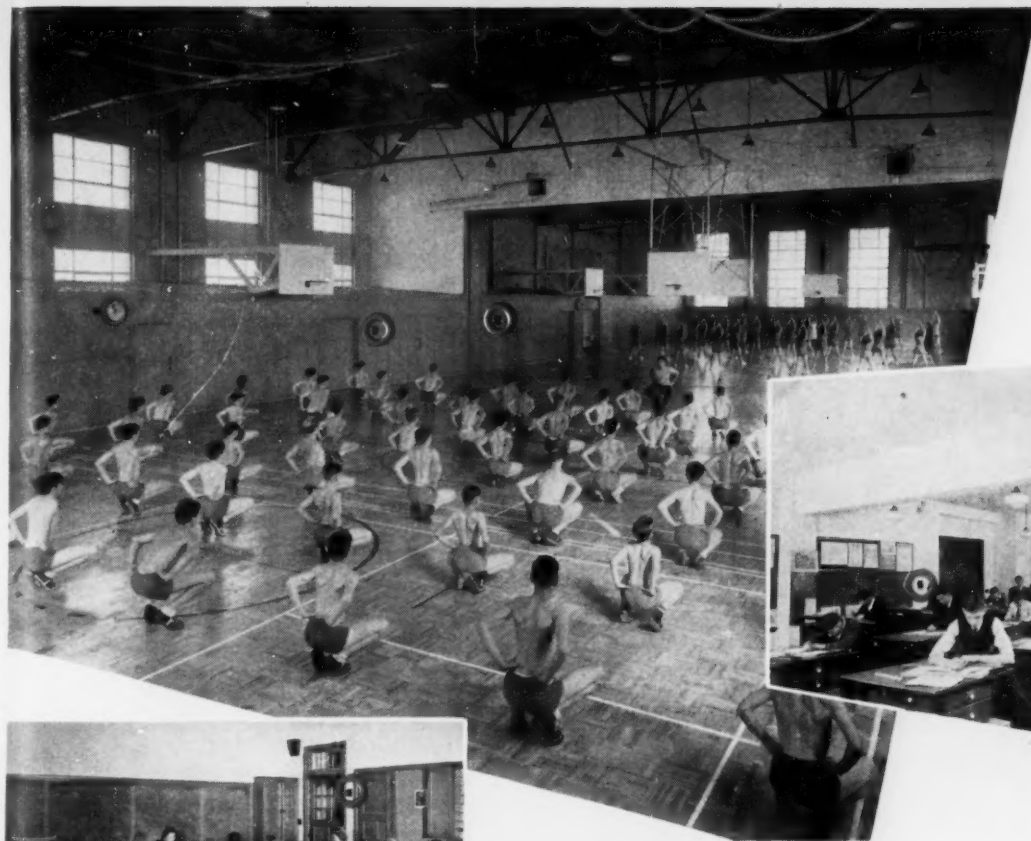
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# OPERATION AND MAINTENANCE

## SAFE PLAYGROUND EQUIPMENT

JULIUS BARBOUR

Assistant Professor, Building Maintenance  
Michigan State College, East Lansing, Mich.

SCHOOL playgrounds differ considerably from play centers in public parks. In general, park play areas are well policed during the hours when they are not in use, but the schoolyards are not.

Therefore, the equipment most commonly found in schoolyards is often in need of repair. It is the purpose of this article to assist the custodian in the systematic inspections which should be made of all school ground equipment.

### THE FENCE

The fence surrounding the property is a good place to begin such an inspection. Posts should be firmly set, in a concrete base, if necessary. The fence should be fastened to the posts with a minimum of projecting sharp wires which may tear clothing or flesh. Gates should open and close properly, with the posts firmly set because of the extra use they will receive. If the field is to be locked at night, a tamperproof system must be arranged.

### THE SWINGS

The swings in a schoolyard should next be inspected. Their upright pipes should be firmly set in the soil. Some pipes of a cheap cast-iron variety will need painting, but good galvanized pipe will not. Inasmuch as youngsters will take hold of pipes and twirl around them, the pipes should be inspected for rough spots, and any that are discovered should be filed down.

Swing seats should be rubber covered. A child struck by a rubber covered seat is likely to receive a less severe cut than he would if the seat were uncovered. At each end of most seats a hole is drilled into which a rod or bolt is inserted to hold the iron to which the chair is attached. Careful inspection should be made to see whether the wood has broken from this hole toward the end of the board so that the bolt has come loose.

In case the swing seat is of wood with no covering, it should be examined for rough edges or splinters which might injure tiny tots. S hooks which fasten the swing to the chair should be bent when installed so that children cannot unhook the swing seat. If these are hammered closed, any rough edges remaining should be smoothed.

The chain should be examined link by link, and those showing signs of wear should be replaced. (This in-



Every link should be examined.

cludes links at the top as well as at the bottom.) Reversing worn chains is poor practice.

Number .08 chain is probably preferred by most schools for equipment suspension except for chair swings, in which case .06 may be used although .05 is preferred by most schools.

### CLOSE S-HOOK POINTS

The clevis at the top to which the chain is fastened by the S hook is the next point of interest. While some argue that these S hooks can't come loose if the points are not hammered shut, custodians will rest easier if they have forced these hooks closed so they can't possibly come out. If a bolt is used to fasten the floor flanges to the top pipe, it should be securely fastened with a lock washer under the nut. If a stove bolt is used, the square end of the bolt and the square hole in

the flange should match. The bolt in which the clevis swings should be greased.

Many newer swings have a ball bearing assembly which is welded to the spring frame. The bearing needs but little oil. If the floor flanges have been loose, they may have slipped far enough in one direction to cause the swing seat to be too near the upright posts.

### CHAIR SWINGS

In chair swings for very small children, it is important to watch for rough edges on the bar which is raised to admit them. If this bar is of wood, it will wear longer if shimmed with metal where it encircles the swing chain. Single chains should be used for the reason that when the chain is looped back up the child may get a finger caught and crushed between the two chain surfaces.

Swings set at varied heights do not invite children to try to raise and lower them by wire inserted in chains. If this is done, however, these "wires" should be removed at once as they are dangerous.

### TRAVELING RINGS

When traveling rings are used in the place of seats on a chain, the rings should be smooth so as not to cause finger injuries. Worn hand rings should be replaced with new ones, since a good welding job, resulting in a surface smooth to fingers, is hard to obtain.

Holes worn in the ground under a piece of apparatus should be filled in at periodic intervals for safety's sake as well as for shoe conservation.

### SLIDES

The slide is another piece of equipment which must be closely inspected. Hand rails, which children grasp in going to the top, should be smooth, as well as the rails at the side of the chute. Missing or broken steps should

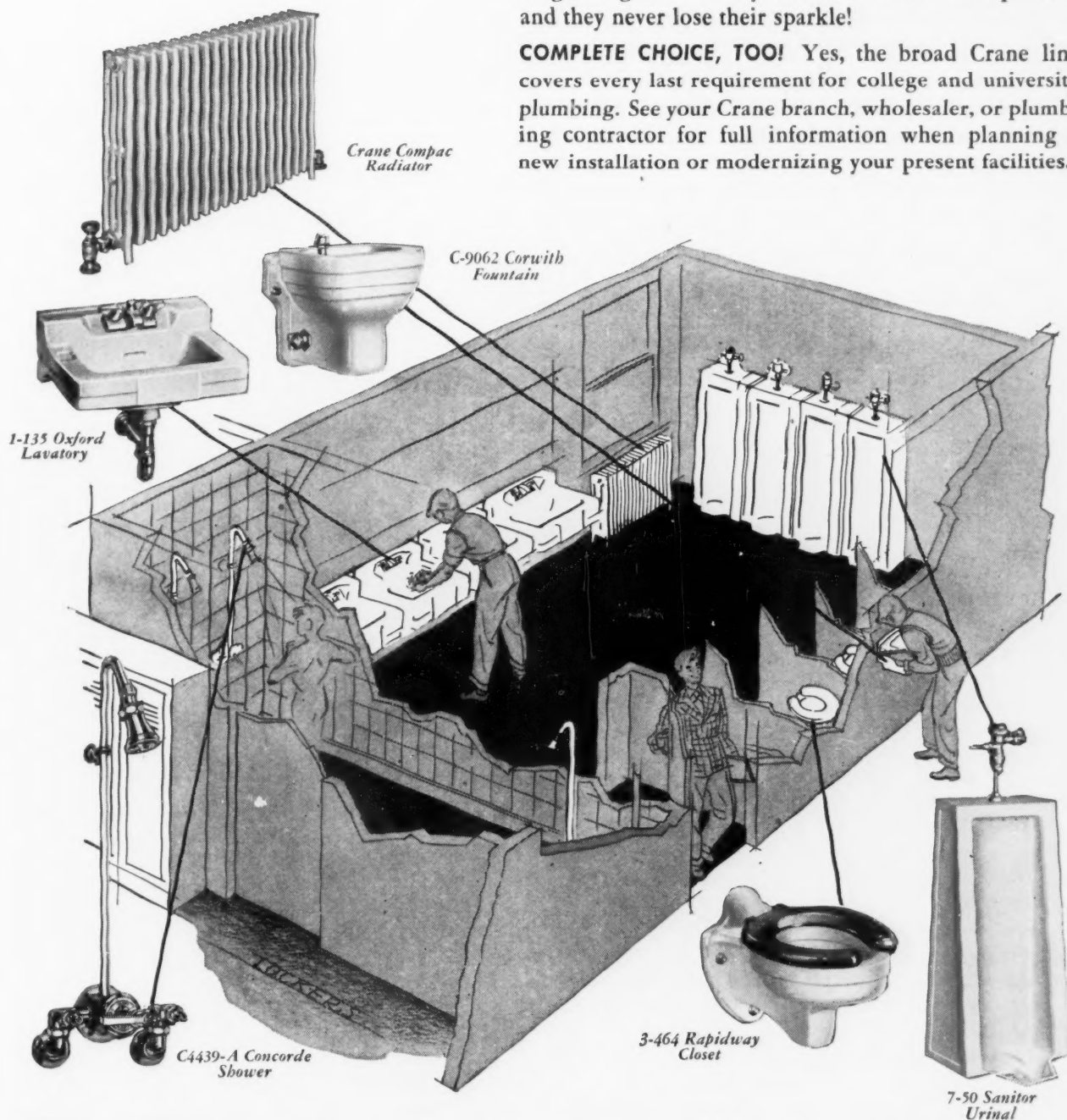


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be replaced at once. Children will climb on any supporting stays between steps or steps and slide, and these must be checked for strength.

For slides having chutes with wooden sides weekly inspections should be made for protruding nails or bolts. The top of the side rails should be sanded and painted if they are of wood, or a cap of steel or rubber should be fastened on. If more than one piece of steel is used in the slide, the place where these lap



Seesaw boards must be smooth.

## TO PRESERVE THE GROUNDS

J. J. WENNER

Assistant Superintendent, Buildings and Grounds Department  
University of Cincinnati

THE CAMPUS OF THE UNIVERSITY OF Cincinnati, like many others throughout the country, suffered neglect during the war and the postwar years because of greatly increased student load and labor shortages. The result has been unsightly footpaths, barren corners on intersecting walks, and broken shrubbery.

Realizing that corrective measures were necessary before the situation got too far out of hand, last fall the buildings and grounds department of the university, under the direction of Supt. W. B. Schoelwer, spent considerable money resodding, planting new shrubbery and trees, and putting in new walks where traffic conditions indicated their need.

The preservation of these improvements becomes largely a matter of student cooperation. In order to acquire this needed cooperation, a publicity campaign was started to solicit student aid. This was in four parts, namely:

1. A letter explaining the problem and soliciting his aid in whatever manner he saw fit was sent to the chairman of each student organization.

2. A slogan contest was sponsored by the Cincinnati *News Record*, weekly campus newspaper, to choose slogans with a "keep off the grass" theme.

3. The winning slogans, stenciled on 10 by 18 inch boards, were placed around the campus where careless foot traffic indicated their need.

4. An exhibit, showing the winning slogans and the results of careless foot traffic, was set up for all to see in the student union building.

The slogan contest, editorials and feature articles were handled entirely by the student staff of the *News*

*Record*. Prize money, \$15 for first prize, \$10 for second, \$5 for third, and \$1 for each of the next seven slogans chosen, was furnished by the buildings and grounds department. A list of the winning slogans follows:

1. Detour, —→ seeds at work!
2. Stop! I am not lawn for this world.
3. Don't be a schmo, let it grow.
4. "Let's have the 'new look', the lawner the better."
5. Don't tread on me or my name will be mud.
6. Give the gay young blades a chance.
7. Don't get nosey with that toesy.
8. Spare the blades and keep the campus sharp!
9. Let's give the young blades a chance.
10. Set an example, do not trample.

Stencils were cut for the first six winning slogans and then painted on 10 by 18 inch staked wood signs for use around the campus. Our experience has been that these humorous slogans are much more effective and respected than the usual "keep off the grass" and "please" signs.

The exhibit was designed by the grounds division in collaboration with a student of applied arts. It measures approximately 10 by 10 feet, has natural yews and boxwoods for background, imitation grass mats for sodding, and crushed gravel walks. Crepe paper and cardboard make up the balance of the display.

While it is still too early to evaluate the full merit of the entire campaign, the comments and the interest aroused thus far lead us to believe it will be most successful.

must be kept smooth by being fastened down. At the bottom of the slide the hole should be kept filled as constant scuffing pushes out the gravel.

On slides where sides and bottom of the chute are of one piece of steel, the least problem of maintenance exists. Welded sides are also highly satisfactory.

### THE SEESAW

The seesaw or teeter-totter is a constant source of trouble. Boards must be constantly watched for rough places and splinters. The hand grips may come loose, and new bolts must be used to tighten them. The bottoms of boards become worn and should be replaced before the board breaks during use. A rubber seat pad is a good feature of a teeter-totter. If the board is permanently fastened to the upright, there is less chance of its being carted off by vandals.

Some paint and an occasional sandpapering will take care of outdoor sandboxes, while balancing boards or rails require little attention.

### SLIDING AND CLIMBING BARS

Sliding and climbing bar combinations require inspection for loose spots and rough areas. Projecting bolts must be found at once and be ground down or removed. Welded installations present fewer problems. Uneven soil at the bottom of these units should be eliminated by hard surfacing the areas on which the various pieces of apparatus are erected.

Other pieces of apparatus to be gone over carefully include: giant strides, horizontal bars, parallel bars, merry-go-rounds, jumping stairs, and vaulting horses.

### FLYING DUTCHMAN

A Flying Dutchman, which is a bar rotating on a post, should be removed from school playgrounds as it is too dangerous a piece of equipment. Children are likely to become dizzy if they are on it too long, and there is danger of its striking a slow-reflex child as he attempts to step into the arc of the swing and climb on when the bar is in rotation.

Periodic inspections and recommendations for repair and replacement are the answers to providing safe playground equipment on school property. It probably would be difficult to prove negligence on the custodian's part in a court of law if the practices which we have mentioned are followed.



## HOW THIS CEILING IMPROVES SCHOOLWORK

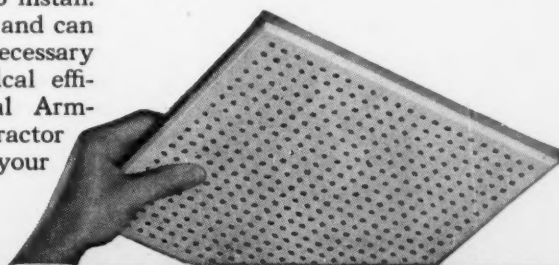
Students learn more quickly, teachers can work with less strain, when classrooms and corridors are quiet. This ceiling of Armstrong's Cushiontone® ends distracting noise for good, makes schoolwork easier for both pupils and instructors.

Armstrong's Cushiontone is a perforated acoustical tile. The 484 deep drilled holes in its surface break up and absorb

sounds. Up to three-quarters of classroom and corridor noise that strikes the ceiling is absorbed by this efficient material.

Cushiontone is surprisingly quick and economical to install. It is easy to keep clean and can be repainted when necessary with no loss of acoustical efficiency. Ask your local Armstrong acoustical contractor for a free estimate in your school today.

WRITE FOR FREE BOOKLET, "What to do about School Noise." It gives complete details. Armstrong Cork Company, Acoustical Department, 3707 Stevens Street, Lancaster, Penna.



# ARMSTRONG'S CUSHIONTONE

Armstrong Cork Company (A) Lancaster, Pennsylvania



# NEWS IN REVIEW

*Two New Laws Affecting Schools . . . Bills That Congress Failed to Pass . . . Chief State School Officers State Their Objectives . . . Funds Appropriated for Dental Health . . . Hearings on Television*

## Legislation Enacted by 80th Congress

WASHINGTON, D.C.—Two new laws which should increase the flow of surplus property to schools were among the principal educational enactments of the 80th Congress.

Under Public Law 889, the army, navy and air force have permanent authority to turn over to schools excess and obsolete property. The donations will be distributed through the U.S. Office of Education and the state educational agencies for surplus property.

Under Public Law 652, the War Assets Administration is authorized to distribute free surplus athletic equipment to schools and youth organizations. W.A.A. officials say that although little athletic equipment has been declared surplus, some sports items should become available during the months ahead.

The Congress also approved legislation:

1. Turning over to colleges and universities ownership of temporary housing units, now located on campuses, which were built under the Lanham Act.

2. Providing \$6,000,000 to schools with war-boomed enrollments.

3. Authorizing appropriations to the Bureau of Reclamation for payment to school districts in which dam building or other federal construction is going on.

## Bills That Failed to Pass in Congress

WASHINGTON, D.C.—Six major pieces of legislation in which educators have an interest failed to pass the 80th Congress. These included bills on:

1. Federal aid to education—passed the Senate but was blocked by the House committee on education and labor.

2. Educational compacts, giving Southern States the right to set up regional schools—passed the House but were blocked by Wayne Morse on the floor of the Senate. The Oregonian

Senator argued in what amounted to a filibuster that educational compacts would have given Congressional approval to segregation in the Southern States.

3. Social security for educators and nonprofit workers—passed the House but died in the Senate committee on finance. The Senators claimed that the bill reached them too late in the session for action.

4. The National Science Foundation—passed the Senate but died in the House rules committee.

5. Workers education extension—blocked in the House committee on labor and education.

6. Aid to public libraries—opposed by the Republican leadership in the House as "unnecessary."

## Objectives of Chief State School Officers

TRENTON, N.J.

—E. B. Norton, formerly superintendent of public instruction of Alabama, and at present Deputy Commissioner of Education in the U.S. Office of Education,

has been appointed the first executive secretary of the National Council of Chief State School Officers. Mr. Norton takes over his new duties August 1. Offices of the council are in the N.E.A. Building, 1201 Sixteenth Street, N.W., Washington, D.C.

The Washington office will be concerned with federal relations affecting surplus property, school lunch legislation, vocational and veterans' education, and school campaigns sponsored from time to time by the army, navy, treasury and other government departments. The new council headquarters was made possible by a \$40,000 General Educa-

tion Board grant. Its aims, as stated in its certificate of incorporation, are in brief as follows:

1. To engage in educational and civic activities to the end that the members shall become more efficient in the performance of their duties as chief school officers, and to unite members for their mutual benefit.

2. To engage in the study of problems relating to school systems, their curriculums, as well as their administration.

3. To assemble and disseminate information relating to the operation of school systems, their curriculums and administration and other information helpful to the members and the public, and to exchange ideas on professional matters.

4. To cooperate with other public and private organizations and with federal, state and municipal agencies and international organizations responsible for correlating, integrating and/or aiding educational activities and institutions.

5. To publish and circulate publications.

6. Otherwise to advance and protect in an organized way the interests of public education.

## Modular Coordination Offers Lower Construction Costs

WASHINGTON, D.C.—A term with a 25 year old history, "modular coordination," is being heard more and more frequently in government building circles.

Housing and Home Finance Agency officials say that modular coordination is now at the stage where it may bring about lower construction costs. They define the term as the use of standardized building materials that fit easily together to make up a structure.

"Certainly, school executives launching large scale building programs should



E. B. Norton

# Meet some important "members" of your teaching staff

**SEATING** has been proved a decisive factor in classroom environment. It can significantly advance or retard pupils' physical and mental progress. That is why correct classroom seating is indispensable.

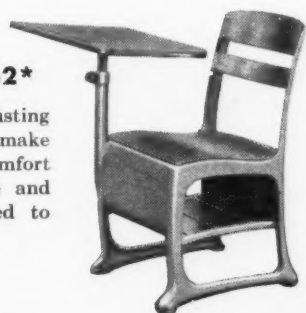
The school desks in American Seating Company's complete line have been developed with the cooperation of recognized authorities in educational research. You will find them invaluable aids for promoting sight conservation . . . healthy, balanced posture . . . and better study. Let our Seating Engineers give you further details. Write us today.

## Everything in fine school furniture

American Universal Desks; Envoy Chairs, Desks, and Tablet-Arm Chairs; Universal Tables; Steel Folding Chairs; and Bodiform Auditorium Chairs.

### American ENVOY Desk No. 362\*

Deep-curved back . . . self-adjusting lower rail . . . and formed seat make this desk outstanding for comfort and good posture. Attractive and streamlined. Built extra-rugged to give years of service.



**FREE** Write now for our helpful booklet, "Progress Toward Improved Classroom Environment." You will find it interesting and informative.

\* Seats, backs, and desk tops are of hot-pressed, urea-resin-bonded plywood, for maximum strength and moisture-resistance. Table top heavy, cored-plywood, similarly bonded.

## American Seating Company

GRAND RAPIDS 2, MICHIGAN  
**WORLD'S LEADER IN PUBLIC SEATING**  
Manufacturers of School, Auditorium, Theatre, Church, Transportation,  
Stadium Seating, and Folding Chairs  
Branch Offices and Distributors in Principal Cities



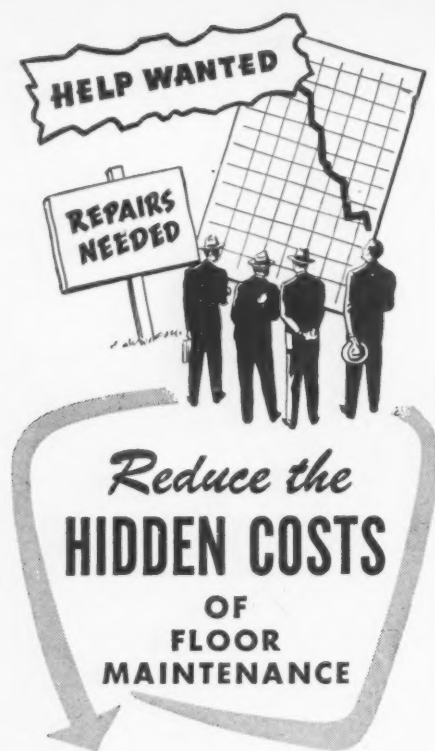
### American UNIVERSAL Lifting-Lid Desk No. 434\*

Fully adjustable to fit each individual pupil, this handsome, durable desk induces hygienic posture by making it natural and comfortable. Top is adjustable to level and 10°-slope positions, for visual comfort and efficiency for all tasks. Deep-curved back and self-adjusting lower rail fit every occupant. Cradle-formed posture seat swivels 45° either way, to silent, cushioned stops.



### Universal Table with ENVOY Chairs No. 368\* (Table top 24" x 48"; height 29".)

Model shown above is ideal for teacher or two-pupil use. Tables are available in a variety of sizes suitable for many uses, including offices, libraries, and dormitories. All are sturdy, and durably lacquered.



#### REDUCE PERSONNEL TURNOVER:

Continual hiring, training and rehiring of maintenance workers is costly. You can help reduce this waste with a HILD Floor Machine. This machine's precision balance and self-propelled action enable it to do the job faster and easier. This lightens every routine maintenance job. Helps keep employees satisfied.

#### REDUCE FLOOR DEPRECIATION:

The HILD Floor Machine prevents needless wear caused by *incomplete* maintenance. The machine has easily interchangeable attachments to do the *complete* job. It will scrub, wax, polish, buff, sand, steel-wool, or grind.

#### PREVENT ADVERSE IMPRESSION:

Bright, clean, lustrous floors make an excellent impression on the public. The HILD Machine's effortless handling encourages frequent, complete maintenance... enables you to keep floors always in the peak of condition... reduces the "hidden costs" resulting from loss of prestige.



WRITE FOR  
FREE  
CIRCULAR

**HILD FLOOR MACHINE CO.**

1313 W. Randolph St., Dept. SC-7, Chicago 7, Ill.

## NEWS . . .

at least consult with their architects to see whether modular design may be employed," says Leonard G. Hager, head of the technical staff of the H.H.F.A.

At the present time one of the largest contractors in the country, the U.S. Corps of Engineers, is applying the principles of modular design.

Executives wishing to become acquainted with the fast growing movement of modular coordination may write to either the Housing and Home Finance Agency, Washington 25, D.C., or the American Standards Association, 70 East Forty-Fifth Street, New York 17.

#### Nation's First Peacetime Conscription Law

WASHINGTON, D.C.—Washington spokesmen for education, like President Truman, had no comments when the nation's first peacetime military conscription became law of the land on June 24. The President signed the measure without the statement usually issued in connection with important legislation.

Representatives of the N.E.A. and the American Council of Education did not actively oppose selective service and accepted it privately as a compromise in the bitter fight for a more drastic U.M.T. law.

Washington observers say that the opposition which crystallized in Congress to the relatively "mild" selective service law "proves that any attempt to conscript 18 year olds for universal military training would have met overwhelming defeat."

#### Funds Appropriated for Teeth Without Caries

WASHINGTON, D.C.—The 80th Congress appropriated \$1,000,000 for what has been called "the simplest and most effective health program in history."

The money goes to the U.S. Public Health Service to begin training dental technicians in the use of sodium fluoride as a tooth decay preventive. The Public Health Service also plans to use some of the money for promotional purposes "to convince school executives of the importance of treating children's teeth with the sodium fluoride solution."

Federal health officials say that the campaign against tooth decay will probably spread like wildfire because of its simplicity and inexpensiveness.

The ideal time and place to apply sodium fluoride is while the child is in the early elementary grades, health officials add.

#### North Dakota Bans Nuns in Public Schools

BISMARCK, N.D.—In a recent primary election in this state, voters approved a measure prohibiting the wearing of religious garb in public schools. The measure would bar Catholic nuns and priests from teaching in some of the rural schools.

The local church authorities have advised the nuns that the church has no objection to their wearing attire while teaching "which is in strict compliance with the law."

#### Educators Win Prizes in Nationwide Contest

WASHINGTON, D.C.—A junior high school teacher and the associate secretary of the N.E.A. entered Drew Pearson's contest on "How to Make Democracy Live." Both won prizes.

The teacher, Leonard Skinner, won a 1948 car because he wrote that to make democracy live he must begin with himself. He called for democratic homes in which husband, wife and children share responsibilities and privileges; in which part of radio listening time is tuned to public affairs; in which some of the current reading material deals with issues of the day. He said that city and county governments must be purified and strengthened by the zeal of their citizens for good administration, and voters should know candidates' records.

The N.E.A. officer, William G. Carr, won \$100 because he wrote that every person who helps another to enjoy a happy life, casts a responsible ballot, encourages education, tells the truth in a courtroom and obeys scrupulously the land's laws helps make democracy live.

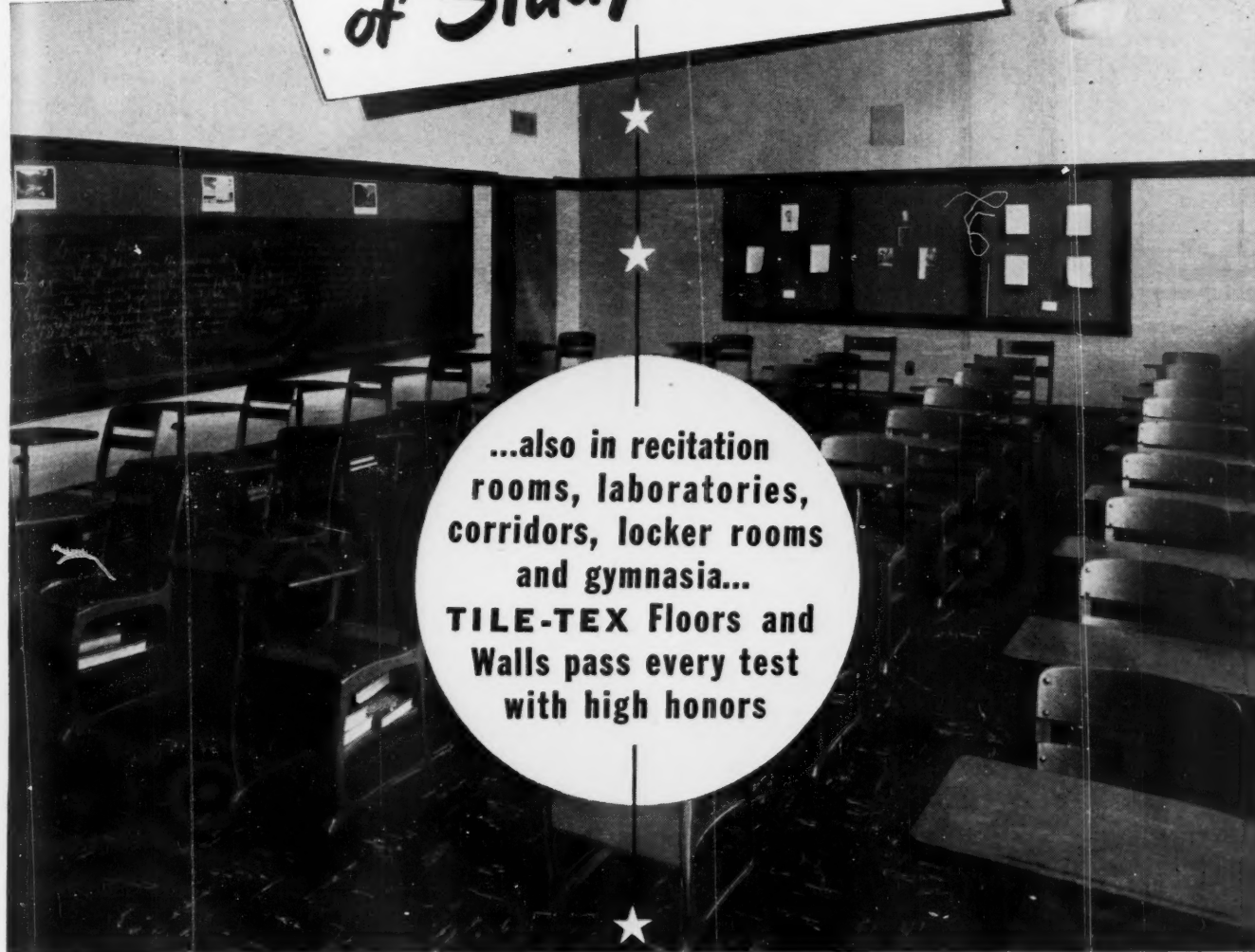
#### Parents and Teachers Congress Elect New Officers

ST. LOUIS.—The National Congress of Parents and Teachers chose this city for its annual convention in May 1949. Meeting recently in Cleveland, delegates elected Herold C. Hunt, general superintendent of schools, Chicago, second vice president. Other officers elected for three-year terms were regional vice presidents: Mrs. Clifford N. Jenkins, West Hempstead, L.I., Region One; Mrs. A. J. Nicely, Erie, Pa., Region Two; Mrs. Robert F. Shank, Indianapolis, Region Four, and Mrs. C. C. Clark, Natchez, Miss., Region Six. Present membership, a record high, was reported as 5,127,896.





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rooms, laboratories,  
corridors, locker rooms  
and gymnasias...

**TILE-TEX Floors and  
Walls pass every test  
with high honors**

Cost-conscious school administrators and board members grade Tile-Tex\* and Mura-Tex\* *A for Attainment*, summa cum laude.

**ON FLOORS**, Tile-Tex Asphalt Tile withstands the day-after-day grind of grit-laden shoes on active feet. And assures good appearance that keys into color schemes of modern equipment.

**ON WALLS**, Mura-Tex Plastic Tile frames each room with bright, cheerful *clear-through* color that never grows dull or dingy. Mura-Tex shrugs off

smudges and pencil marks, and stands a remarkable amount of adolescent use and abuse.

**CONSULT YOUR ARCHITECT.** He can tell you how Tile-Tex provides long lasting, low-cost *floors*, even when laid on concrete that is in direct contact with the ground. And tell you, as well, how Mura-Tex beautifies and protects the *walls* of leading schools, hospitals and public buildings.

**SCHOOL BOARDS** appreciate the all-round economy of Tile-Tex floors

and Mura-Tex walls . . . economy that carries along through the years with low upkeep and slow depreciation.

Wouldn't you like a list of recent school installations? And printed descriptive material that shows the range of colors and textures you can choose from? Also the name and address of the nearest Tile-Tex contractor? Write, please to The TILE-TEX COMPANY, Inc., (subsidiary of The Flintkote Company) Chicago Heights, Illinois. Sales Offices: Chicago, New York, Los Angeles, New Orleans, Montreal, Toronto.



## Tile-Tex Asphalt Tile

\*REGISTERED TRADEMARK OF THE TILE-TEX COMPANY, INC.

## NEWS . . .

### Would Bring Foreign Students Here

WASHINGTON, D.C.—"Enrich your campus by bringing a foreign student for work and study next year."

This is the current popular slogan among Washington leaders in international education. They point out that \$400 will pay for the transportation of a foreign student from Europe to the United States. In many instances this sum can be raised by voluntary effort.

Once in the United States, other costs

for maintaining the foreign visitor can be raised through student and faculty efforts, Washington educators say. In some cases, the overseas scholar will earn his board and room and will be provided books and clothing through student clubs.

Foreign students may be used to assist in language and other departments.

The American Association of Colleges for Teacher Education is among the groups actively promoting the

"bring a foreign student here" campaign. Dr. Grady Gammage, Arizona State College, Tempe, Ariz., has more details on the project.

### Offer Training Courses for Driver Education Teachers

WASHINGTON, D.C.—The "model" driver education program in the nation is being carried on in Cleveland, says the American Automobile Association.

Each of Cleveland's fourteen high schools has a dual-control car and a trained teacher who devotes from half to full time to driver education and training classes.

The A.A.A. points to the fact that the average Cleveland high school student who received both classroom and behind-the-wheel training at school had only half as many accidents as his untrained classmates over a three-year period.

Continuing its efforts to encourage driver training in public high schools, the A.A.A. announced a schedule of forty-three teacher training courses in driver education for the summer months on campuses in many parts of the country. (Copy is available from the A.A.A. headquarters at 17th and Pennsylvania Ave., N.W., Washington, D.C.) The association also says that 1450 dual-control cars will be available during the coming year to schools which have trained instructors to offer driver education.

### Schedule Hearings on Television

WASHINGTON, D.C.—The Federal Communications Commission has scheduled a history-making hearing on television for September 20, which may decide the future of this important medium for a decade.

Major purpose of the hearing is to decide how to provide enough channels so that private industry, educational institutions and other bodies may have the opportunity to operate television stations.

F.C.C. engineers say that the spectrum is becoming "terribly crowded" with various broadcasting media, both for the ear and for the eye. New space in the spectrum must be found if the mounting number of applications for television permits is to be satisfied.

The September hearings will gather data to help the Federal Communications Commission decide which frequencies shall be assigned.



*Some Books*

don't get such ladylike care!

It's a tough life for most school books.

That's why more and more books are being bound in Du Pont binding materials. Both PX Cloth and "Fabrikoid"\* can take abuse. They stay new-looking—resist dirt, grease, water and staining. Can be washed with soap and water. Ask your book supplier about these sturdy, economical bindings. E. I. du Pont de Nemours & Co. (Inc.), Fabrics Division, Empire State Bldg., New York 1, N. Y.

\*"Fabrikoid" is Du Pont's registered trade mark for its pyroxylin-coated and impregnated bookbinding material.

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...THROUGH CHEMISTRY

can you  
*teach*  
 beauty ?  
 cleanliness ?  
 confidence ?



— not from books, perhaps — nor by word of mouth

— but example can do it — and environment. Consider this when you design a school.

*Marble* is permanent and this enduring quality teaches its own lessons.

Its beauty is deep-grained, inimitable

the very essence of creative environment. It will not harbor germs,

and only the simplest attention is necessary to keep it clean.

*New "Standard Specifications and  
 Scale Details for Interior Marble"  
 in preparation. Write for your copy.*



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## NEWS . . .

### Money for Trade Education

WASHINGTON, D.C.—Congress appropriated only \$19,842,000 for the 1949 state vocational education programs, despite the fact that the George-Barden Vocational Act calls for \$29,300,000.

A House appropriations subcommittee, under Representative Keefe of Wisconsin, said in a report, that the states were "not yet ready to match dollar for dollar the entire amount authorized." Federal vocational education

officials had requested the full \$29,300,000. They argued before Mr. Keefe's subcommittee that the full sum would help promote national security by permitting the states to train additional apprentices and skilled workers. Congress rejected that plea.

In the same appropriations act, Congress stipulated that of the \$1,900,000 provided for Office of Education salaries, \$480,000 must be earmarked for the Federal Vocational Education Division. Commissioner Studebaker had asked

Congress to do away with this proviso on the argument that it "splintered his budget" and that he should have one budget to run his entire educational establishment. But the American Vocational Association convinced Congress that the Federal Vocational Educational Division needs an independent budget. Otherwise, the A.V.A. argued, the division would be "submerged and subordinated" to the other functions in the Office of Education.

### Conference on Student Councils

WASHINGTON, D.C.—More than 400 high school students from forty states met during the last week in June in a national conclave designed to give the student council movement a boost forward.

Delegates came at the call of the National Association of Student Councils, headed by Paul E. Elicker. After the opening addresses, which stressed that democracy can be strengthened through student council activities, discussion groups took up these topics:

What projects may a student council successfully undertake? How much power and authority should the student council have in school administration? What can the student council do to help school discipline problems? How can the student council eliminate friction between students and faculty? What are some of the better methods for financing student councils?

The answers which came out of the discussions will be published in September as the 1948 Handbook for Student Councils.

### Voice of Democracy Contest

WASHINGTON, D.C.—The nation's radio broadcasters are again inviting high school students to take part in the Voice of Democracy contest.

Although not approved officially by the National Association of Secondary School Principals, plans for the contest are moving ahead with the approval of the U.S. Office of Education. Commissioner John W. Studebaker will be one of the contest judges to select the national winner.

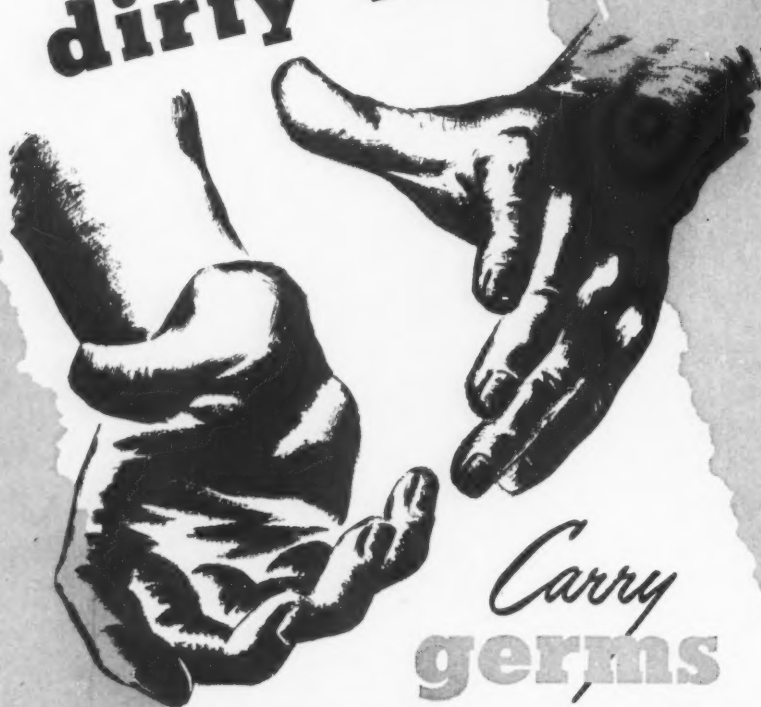
Competing students will be asked to deliver a five-minute original talk on what democracy means to them.

Talks selected as best by individual high schools will be broadcast over local radio stations during the week of November 14 to 20.

After regional eliminations, national

## PROTECT HEALTH IN YOUR SCHOOL

**dirty hands**



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**40%**  
SOAP SOLIDS

**LIQUA-SAN Liquid Soap** keeps hands clean because it penetrates, removing germs as well as dirt. Due to its unusually high concentration, Liqua-San "C" is very economical in use and may be diluted with three to four parts of water. Write today for sample.

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CONCENTRATED LIQUID TOILET SOAP



## Baker's dozen

**REMEMBER?** When you'd go into a bakery and ask for a dozen rolls or cookies and the clerk would give you thirteen for the price of twelve?

The baker's dozen. Something extra . . . at no extra cost.

Well, American-Standard has applied the "baker's dozen" principle to heating equipment and plumbing fixtures.

When you buy American-Standard products for school use, you get something extra . . . at no extra cost.

You get the benefit of the millions of dollars worth of research work we've done on heating equipment and plumbing fixtures.

You get styling, engineering, and construction that is more than just adequate or good. It's the *best*.

You get the accumulated manufacturing knowledge of people who have been making quality heating and plumbing products for nearly three quarters of a century.

And most important of all, you get the feeling of confidence in your purchases that can be inspired only by the manufacturer who has more heating and plumbing products in use than any other single maker . . . by the manufacturer who is "First in Heating and Plumbing."

Your Designing Architect and Engineer or your Heating and Plumbing Contractor will gladly help you choose the American-Standard Heating Equipment and Plumbing Fixtures best suited to your specific needs. **American Radiator & Standard Sanitary Corporation**, P. O. Box 1226, Pittsburgh 30, Pa.



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## NEWS . . .

winners will be announced in January 1949.

Last year, 20,000 high school juniors and seniors in about 500 communities took part in the contest. "This year we expect at least three times as many participants," says the National Association of Broadcasters, a sponsor of the project. Locally, the contest is sponsored by the Junior Chamber of Commerce and co-operating radio station managers and was initiated by the U.S. Junior Chamber of Commerce.

### Zeal for Democracy Bulletin

WASHINGTON, D.C.—The first government document, designed to encourage Zeal for Democracy activities in school and community, will be off the government presses August 1.

Entitled "Making Democracy Work and Grow," the 28-page bulletin will contain various suggestions and ideas for teachers of citizenship education.

Some 50,000 copies of the bulletin will be distributed free by the Office of Education in a major effort to stimulate

local and state projects for the improvement of citizenship education in elementary, secondary and higher schools.

### Comic Book Firm Sues to Lift Ban

CHICAGO.—An injunction to bar police from interfering with the distribution of a so-called "comic" book, *Crime Does Not Pay*, was sought in a suit brought by the Lev Gleason Publications, Inc.

Distribution of the book was stopped by the city police commissioner October 10, 1947, on orders of the mayor. The suit states that a recent U.S. Supreme Court decision calls unconstitutional state laws prohibiting sale of publications containing stories of bloodshed and crime.

### COMING EVENTS

#### JULY

30, 31. Small High School Principals Conference, Indiana University.

#### AUGUST

6-11. National Audio-Visual Convention, Hotel Sherman, Chicago.

13, 14. North Central Association Principals Conference, Indiana University.

#### SEPTEMBER

26-Oct. 1. National Recreation Association, Fontenelle Hotel, Omaha, Neb.

30-Oct. 2. National Conference of County and Rural Area Superintendents, Milwaukee.

#### OCTOBER

3-8. National School Bus Conference, Jackson's Mill, W. Va.

4-6. Council of School Superintendents of the State of New York, Saranac Inn, Saranac, N.Y.

4-9. Association of California Public School Superintendents, Long Beach.

7-9. Maryland State Teachers Association, Baltimore.

10-14. Association of School Business Officials, St. Louis.

18-22. National Safety Congress and Exposition, Chicago.

28, 29. Virginia Education Association, Richmond, Va.

28, 29. East Tennessee Education Association, University of Tennessee, Knoxville.

28, 29. Minnesota Education Association, St. Paul.

#### NOVEMBER

7-13. American Education Week.

10-12. Arkansas Education Association, Little Rock, Ark.

19-20. School Food Service Association, Hotel Statler, Detroit.

#### FEBRUARY

13-16. Association for Supervision and Curriculum Development, New York City.

#### APRIL

13-16. Eastern Business Teachers Association, Hotel New Yorker, New York City.

## For Every Classroom RICHARDS-WILCOX Receding Door Wardrobes



### No. 780 INDIVIDUAL OPERATION WARDROBE

Showing a 4-door unit, each door individually operated, with blackboards and metal chalk trays mounted to doors. Furnishings include hat and coat racks with two shelves, three hook strips and double prong hooks. Note complete accessibility of racks; absence of floor track.



**Richards-Wilcox No. 780 Receding Door Wardrobe** is designed to meet the requirements of every classroom. Extreme flexibility of design permits a series of pupils' sections only, or combinations including bookcases, supply cabinets and teachers' wardrobes. Each double-door section accommodates up to 24 pupils, depending on door widths. Offset door pivots extend to rear under racks and permit doors

to recede into wardrobe leaving entire entryway unobstructed. Position of doors when open prevents contact with blackboards\*—no smudging or soiled clothing.

R-W School Wardrobes are available with either individually or multiple-operated doors to accommodate any specified number of pupils. Your nearest R-W branch office will gladly furnish complete details.

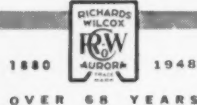
\*Blackboards or corkboards optional.

**Richards-Wilcox Mfg. Co.**

"A HANGER FOR ANY DOOR THAT SLIDES"

AURORA, ILLINOIS, U.S.A.

Branches: New York, Chicago, Boston, Philadelphia, Cleveland, Cincinnati, Washington, D.C., Indianapolis, St. Louis, New Orleans, Des Moines, Minneapolis, Kansas City, Los Angeles, San Francisco, Omaha, Seattle, Detroit, Atlanta, Pittsburgh.







## HOW YOU CAN

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You know the importance of abundant daylight and controlled fresh air in keeping students alert and cheerful. You probably recognize window walls as the mark of an up-to-date school.

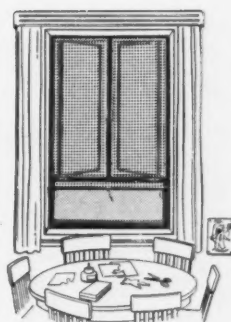
But have you considered the economy in creating window walls by combining *standard* window units?

Fenestra\* Fencraft Steel Windows make it easy to get large window areas at low cost. Their standardization results in low first cost and simplified installation. Co-ordination of window dimensions with those of other wall materials minimizes installation costs. Even glass sizes are planned for inexpensive replacement.

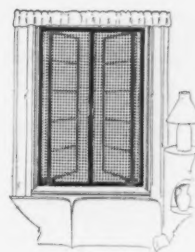
Control of fresh air is an important benefit of Fencraft Projected Windows. Open-out vents

form canopies over openings. Open-in vents deflect incoming air upward, shed rain to the outside. You get good ventilation whatever the weather. And the sill vent guards against the dangerous pastime of leaning out of windows.

All three types of Fencraft Windows—Projected, Casement and Combination—are designed to beautify both the inside and outside of the building. They offer permanently-easy operation . . . weather-tightness . . . safer cleaning . . . firesafety . . . low maintenance. You can be confident of the high quality of Fencraft Windows, for they are made by skilled craftsmen in the shops of America's oldest and largest steel window manufacturer. For full information, including types and sizes, mail the coupon. \*®

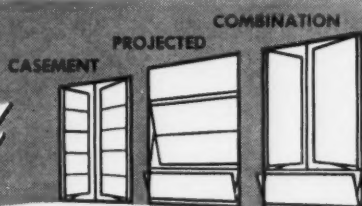


**FENCRAFT COMBINATION WINDOW**—generous fresh-air ventilation. Swing leaves deflect breezes into the room. In-tilting sill vent protects against drafts. Both sides easily and safely washed from inside.



**FENCRAFT CASEMENT WINDOW**—safe washing on outside, from inside. Easy to operate. Interchangeable inside screens, protected from outside dirt.

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## FENCRAFT INTERMEDIATE STEEL WINDOWS

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Please send me data on types and sizes of the new Fencraft family of Fenestra Windows.

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## THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

### ADMINISTRATION

**Education for an Industrial Age.** By Alfred Kahler and Ernest Hamburger. Cornell University Press, Ithaca, N.Y. \$3.75.

**American Public Education, an Introduction.** By Harl R. Douglass, director, college of education, University of Colorado, and Calvin Grieder, professor of education, University of Colorado. Ronald Press Co., 15 E. 26th St., New York City 10. Pp. 593. \$4.50.

**Whither American Education?** Edited by Allan P. Farrell. American Press Co., New York City.

**The Rural Community and Its School.** By Lorene K. Fox. Columbia University Press, Morningside Heights, N.Y. Pp. 233. \$3.25.

**Suggestions for Procedure for Missouri Boards of Education.** By W. W. Carpenter, A. G. Capps and L. G. Townsend, professors of education. University of Missouri Bulletin No. 44, education series. Columbia, Mo. Pp. 88.

**Teaching in High School.** By Harl R. Douglass, director, college of education, University of Colorado, and Hubert H. Mills, associate professor of education and director of student teaching, University of Colorado. Ronald Press Co., 15 E. 26th St., New York City 10. Pp. 627. \$4.50.

### ANNUAL REPORT

**Your Schools.** 1947 report of the Brockton, Mass., schools. Edwin A. Nelson, supt.

**Advancing the Education of the Hospitalized Child.** Report of 1948 conference in conjunction with the A.A.S.A. National Foundation for Infantile Paralysis, 120 Broadway, New York City 5. Pp. 96. Free.

### AUDIO-VISUAL

**Filmstrips.** By Vera M. Falconer, consultant in visual presentations, New York City. Mc-

Graw-Hill Book Co., Inc., New York City. Pp. 572. \$5.

**Drawing by Seeing.** A new development in teaching the visual arts through training of perception. By Hoyt L. Sherman, professor of fine arts, Ohio State University, with collaboration of Ross L. Mooney and Glenn A. Fry. Hinds, Hayden & Eldredge, 105 Fifth Ave., New York 3. Pp. 77. \$2.50.

### CURRICULUM

**Folk Dances for All.** Collected and arranged by Michael Herman. Barnes & Noble, Inc., 105 Fifth Ave., New York City 3. Pp. 99. \$1.50.

**Botany and Our Social Economy.** By Alexander C. Martin, biologist, Patuxent Research Refuge, Laurel, Md. National Wildlife Federation, 20 Spruce St., Boston, Mass. Pp. 30. 10 cents.

**This Is America's Story.** By Howard B. Wilder, Robert P. Ludlum and Harriet McCune Brown. Houghton Mifflin Co., Riverside Press, Cambridge, Mass. \$2.96.

**Anthology of Children's Literature.** Second edition. By Edna Johnson, Carrie E. Scott and Evelyn R. Sickels. Houghton Mifflin Co., Riverside Press, Cambridge, Mass. \$5.50.

**Martin and Judy Songs.** Illustrated. Compiled by Edith Lovell Thomas. The Beacon Press, 25 Beacon St., Boston 8. Pp. 99. \$2.50.

**Movie Workers.** One of fourteen Picture Fact Books describing occupations of today. Edited by Alice V. Keliher, associate professor of education, New York University. Hinds, Hayden & Eldredge, Inc., 105 Fifth Ave., New York City 3. Pp. 56. Cloth, \$1; paper, 60 cents.

### HIGHER EDUCATION

**Ferment in Education.** The problems, responsibilities and opportunities of today's universities. A symposium at the installation of George Dinsmore Stoddard as president of the University of Illinois. University of Illinois Press, Urbana, Ill. \$3.

**College Blue Book.** Supplement to the fifth edition. College Blue Book, P.O. Box 311, Yonkers, N.Y. Pp. 36. Free to subscribers.

### PSYCHOLOGY

**Toward Maturity.** The psychology of child development. By Marie I. Rasey, professor of educational psychology, Wayne University. Hinds, Hayden & Eldredge, Inc., 105 Fifth Ave., New York City 3. Pp. 242. \$3.

**Child Growth Through Education.** Effective teaching in the modern school. By Dr. Gertrude Hildreth, lecturer in education and psychology, and formerly psychologist, Horace Mann Lincoln School of Teachers College, Columbia University. Ronald Press Co., 15 E. 26th St., New York City 10. Pp. 437. \$4.50.

### PUBLIC RELATIONS

**Two-Way Street,** the Emergence of the Public Relations Counsel. An objective account of American public relations by Eric F. Goldman. Bellman Publishing Co., Inc., Boston 16. Pp. 23 + vii. \$1.25.

### TEACHING AIDS

**Free Teaching Aids in Fourteen Subjects.** Mimeographed. Compiled by Dr. Lili Helmers, director, Teaching Aids Service, New Jersey State Teachers College Library, Upper Montclair, N.J. Pp. 53. \$1.

### OF GENERAL INTEREST

**The American College Dictionary.** Latest record of the current usage of the English language, with special emphasis on its use in this country. Edited by Clarence L. Barnhart with the assistance of 355 authorities and specialists. 132,000 entries, 1600 illustrations and spot maps, 1000 groups of synonym studies, washable black binding. Harper & Bros., 49 E. 33d St., New York 16. Pp. 1472. \$5; \$6 with thumb index.

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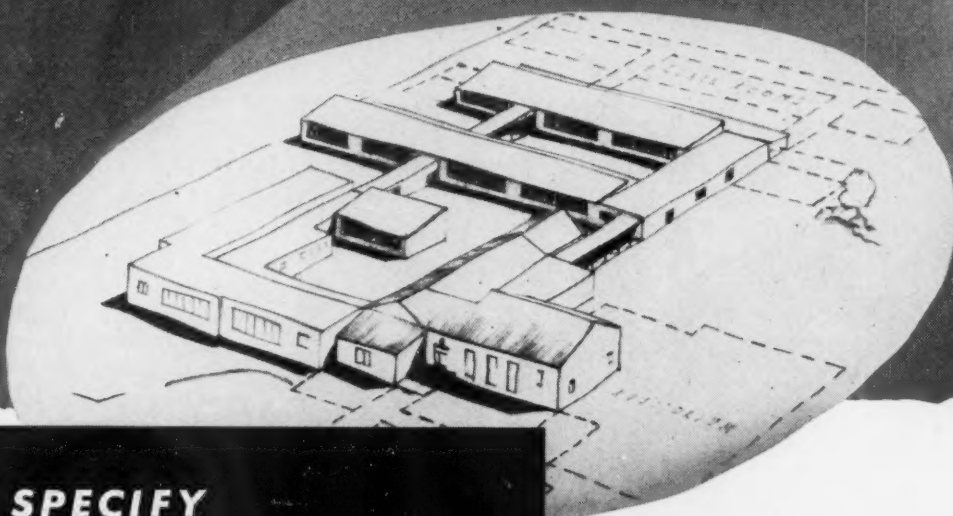
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## NEWS . . .

### Names in the News

(Continued From Page 45.)

**Dr. Norman B. Johnson**, professor of religion at Knox College, has been named headmaster of Park School for Boys at Indianapolis, succeeding **John R. Caldwell**.

**Roland Dubois**, principal of the Elwood Junior High-Central Grade Schools, Elwood, Ind., has resigned to become principal of Fairmount High School, Fairmount, Ind.

**J. Carter Walker**, headmaster of Woodberry Forest School in Madison County,

Virginia, has retired after fifty years with the school which was founded by his father, Capt. Robert S. Walker, in 1889.

**Elias F. Starr**, principal of Barr Junior High School, Grand Island, Neb., for twenty-four years, has retired.

**Mrs. L. R. Sturdivant**, principal of the Carrboro School, Carrboro, N.C., for the last sixteen years, has retired. She had been a teacher at the school since 1913.

**Fred J. Jeffrey**, principal of Hadley Technical High School, St. Louis, has retired after forty-four years in the public schools as teacher and administrator.

**John H. Trinkle**, high school principal at Newman, Ill., has retired after thirty-seven years with the school.

**G. Ray Brown**, high school principal at Rockwell, N.C., has resigned. He had been with the schools of that community for eighteen years.

**George K. Cobb**, director of physical education at Mexico High School, Mexico, Me., has been elected principal of Potter Academy at Sebago Lake, Me.

**Samuel R. Bennett**, high school principal at Le Roy, N.Y., has been named principal of the Barnum Junior High School at Birmingham, Mich. **Supt. Matthew W. Gaffney** will take over the principalship at Le Roy in addition to his regular duties.

**Robert L. Kilzer**, teacher in the high school at Sunrise, Wyo., has been made principal of the Cody High School, Cody, Wyo.

### OTHERS . . .

**John Robert Ludington**, professor of industrial arts education at the University of North Carolina, has been added to the staff of the division of secondary education, U.S. Office of Education, as specialist for industrial arts. **Leonard Michael Miller**, director of the veterans' advisement center at Temple University, has been made specialist for counseling, pupil personnel, and work programs. **Dorothy McClure Merideth**, instructor in the Laboratory School of the University of Chicago, is now specialist for social sciences and geography with the education office.

**E. A. Ralston**, Waterloo, Iowa, has been elected president of the Iowa Association of School Secretaries.

**Ralph E. Noble**, commissioner of education for Vermont, has been appointed president of Vermont Junior College at Montpelier. He succeeds **Dr. John H. Kingsley**, president for the last ten years, who has resigned.

**Dr. Finis Engleman**, deputy commissioner of education for Connecticut, has been elected state commissioner, to succeed **Dr. Alonzo G. Grace**.

**Russell Hoyt**, rural school supervisor in Stanislaus County, California, is retiring this summer, having served in various school systems in and out of that state for thirty-one years.


**James R. Meehan**, chairman of the business education department, Hunter College, has been elected president of the Eastern Business Teachers Association.

### IN THE COLLEGES . . .

**Stephen M. Corey**, professor of educational psychology at the University of Chicago, has been named professor of

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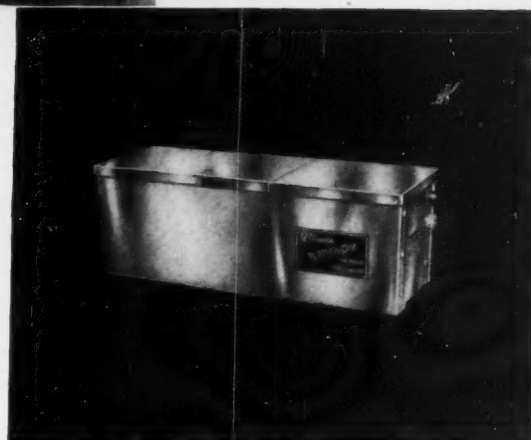
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## NEWS . . .

education and executive officer of the Horace Mann-Lincoln Institute of School Experimentation at Teachers College, Columbia University. He relieves Dr. Gordon N. Mackenzie, who will continue as head of the curriculum and teaching department.

Earl A. Johnson, professor of education at Ball State Teachers College, Muncie, Ind., has been named head of the education department, succeeding Dr. Harry N. Fitch, who resigned to take a teaching position at San Jose, Calif.

Paul H. Davis, general secretary of Columbia University, has been appointed to serve also as general secretary of Teachers College.

Francis Keppel, former assistant to the provost of Harvard University, has been appointed dean of the Graduate School of Education at Harvard, succeeding Prof. Philip J. Rulon, who served as acting dean during the war years.

Dr. Paul Klapper, president of Queens College, New York City, has resigned after twenty-five years in administrative posts, first as dean and then as president

of the college. He plans to return to teaching, writing and consultation work. Dr. Klapper was made the first college president emeritus in the 100-year history of the city's colleges.

Zach S. Henderson, dean of Georgia Teachers College, has been made president of the school.

Dr. W. C. Jackson, chancellor of Woman's College, University of North Carolina, has announced his retirement to become effective June 30, 1949.

Dr. David Allan Robertson, president of Goucher College for eighteen years, has retired and is succeeded by Dr. Otto F. Kraushaar, formerly professor of philosophy at Smith College.

Dr. Hurst R. Anderson, president of Centenary Junior College, Hackettstown, N.J., since 1943, has been chosen president of Hamline University, St. Paul.

Dr. Herbert J. Davis, president of Smith College, has tendered his resignation, to become effective in June 1949.

Allan Bradley, principal of Cobleskill Central School, Cobleskill, N.Y., has become director of rural education at Buffalo State College for Teachers.

Dr. Charles Watson Burts has been appointed president of Shorter College, Rome, Ga., succeeding Dr. Paul M. Cousins, who has joined the faculty of Mercer University at Macon. Dr. Burts will become the eleventh president of Shorter, a liberal arts college for women.

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## DEATHS . . .

Gilbert Russell Lyon, superintendent of schools at Norwich, N.Y., died June 27 at the age of 54.

Cornelius G. Moynihan, supervising principal of Fonda High School, Fonda, N.Y., for thirteen years, died May 22 at Amsterdam, N.Y. He was 45 years old.

Dr. Frederic B. Knight, head of the division of education and applied psychology at Purdue University since 1937, died June 19 at the age of 56.

The Very Rev. Peter Anthony Brooks, S.J., president of Marquette University, Milwaukee, died May 16.

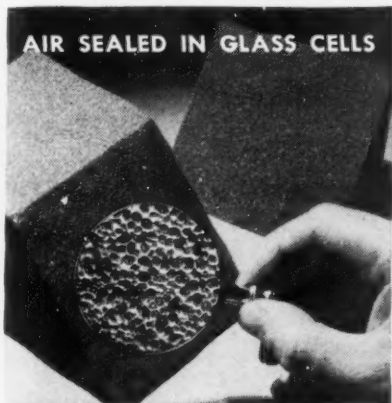
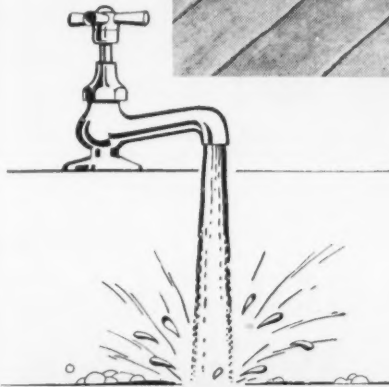
Randolph Lawrence Dacamara, principal of Martin High School, Laredo, Tex., died recently when stricken with a cerebral hemorrhage while driving his car. He was 43 years old.

Merrick A. Demorest, principal of Andrew Jackson Senior High School, Jacksonville, Fla., for the last twelve years, died late in May at the age of 51.

Anna Shea, principal of Park Street School, Peekskill, N.Y., since 1909, died June 27.

Irene E. Seale, principal of Glenmore Junior High School, Brooklyn, N.Y., died June 1 following a long illness.





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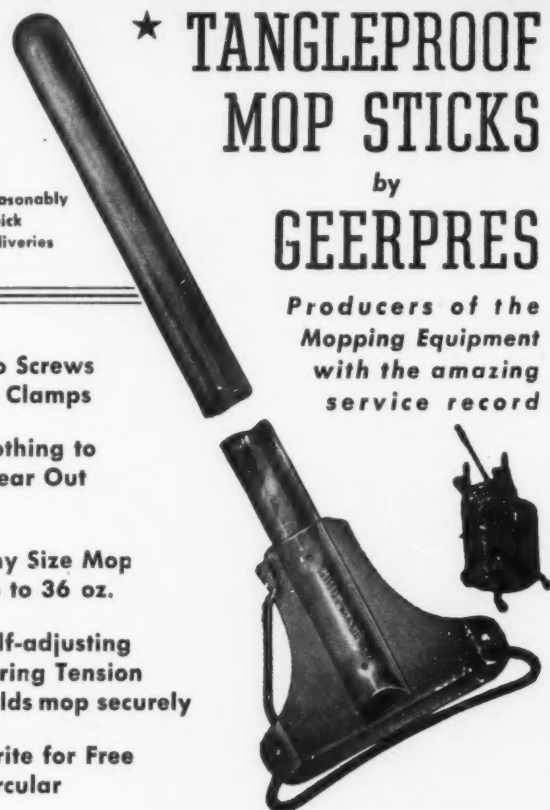
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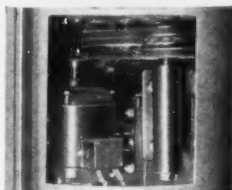
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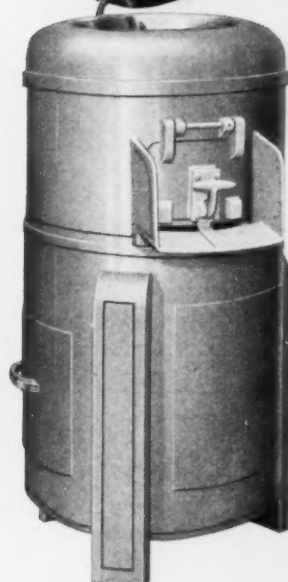
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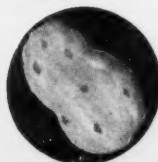
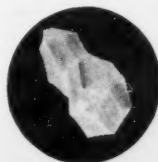
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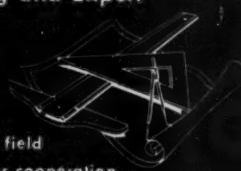
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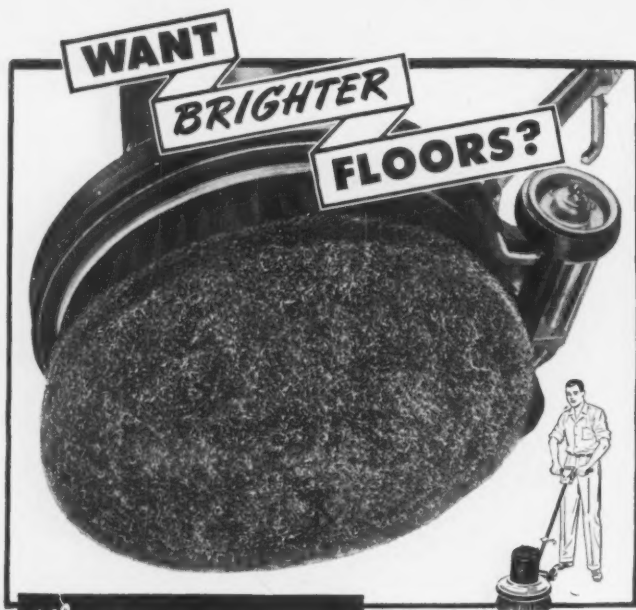
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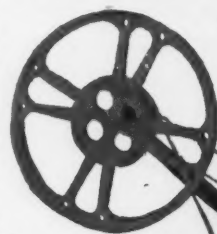
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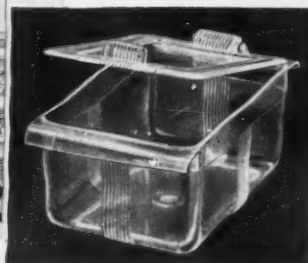
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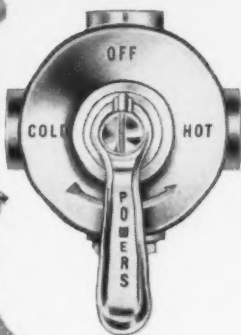
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### THE POWERS REGULATOR CO.

CHICAGO 14, ILL. 2754 Greenview Ave.—Phone Buckingham 7100  
NEW YORK 17, N. Y. 231 East 46th St.—Phone Eldorado 5-2050  
LOS ANGELES 5, CAL. 1808 West Eighth St.—Phone Drexel 2394  
948

# POWERS

THERMOSTATIC SHOWER MIXERS

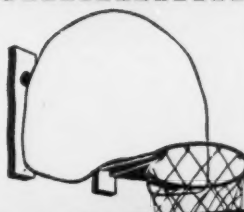
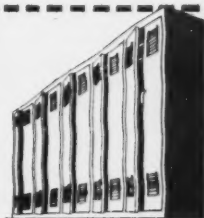
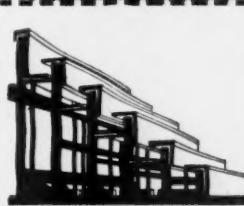
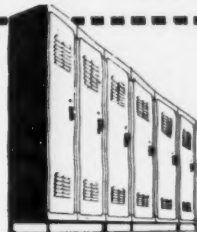
# MEDART Leadership

### IN SERVING THE NATION'S SCHOOLS

75 years in serving the nation's schools has given Medart unquestioned leadership in the field of gym and locker room equipment and physical educational apparatus. During these years Medart has pioneered the development of new ideas and improvement which has earned for Medart products the slogan "the standard of comparison." Medart leadership and experience are your assurance of sound investment when you buy equipment made by... Medart of St. Louis.

### MEDART MAKES...

Steel Lockers • Steel Lockerobes • Gymnasium Apparatus • Telescopic Gym Seats • Basketball Backstops • Basketball Scoreboards • and the new Acromat-Trampolin



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## New! PORTABLE TRANSCRIPTION PLAYER AND P. A. SYSTEM

### NEWCOMB TR-16:

The first real improvement in a transcription player in years. Never before has any player answered so thoroughly the schools need for ruggedness, serviceability, performance and ease of handling. The Newcomb TR-16 plays recordings up to 17½" diameter at 33½ or 78 R.P.M. with variable speed for pitch and tempo control. A full 10 watts of undistorted power. Uses a heavy-duty 12" speaker with kick proof grill. Has mike input with separate volume controls for mixing speech with records. Individual bass and treble tone controls. Underwriters approved. Entire unit weighs only 38½ lbs., size only 16¼" x 16¼" x 12".

*Investigate this advanced player...  
write today for full particulars*

THE SOUND OF QUALITY

**Newcomb**  
**AUDIO PRODUCTS CO.**

DEPT. D. 6824 LEXINGTON AVE., HOLLYWOOD 38, CALIF.

## Announcing:

### THE NEW *Cram's* SIMPLIFIED (PHYSICAL) LANDTYPE CULTURAL Map of the World

Continuing our plan of simplification in visual aids for schools, Cram now offers this simplified landtype cultural map of the world. Designed to make geography teaching easier and more effective, much of the detail in the old style school world maps has been eliminated. We believe it is more important for beginners and intermediates to form sound basic concepts of our world than it is for them to be exposed to a great mass of general and detailed information—much of which beginners cannot understand.

This new Cram map tells the geographical story at a glance. Produced on Goode's projection, which lends itself admirably to simplification, students get a sense of the roundness of the earth, and can easily visualize the various landtypes, mountains, drainage, lowlands, etc.

The map is 51 inches wide and printed in eight (8) colors. It indicates the location of the world's principal cities, canals, etc., and also shows equal area and the true relative sizes of land masses. Other Cram landtype cultural maps available include the U.S. and all continents. Write for descriptive material and prices.



**FREE:** Cram's Classroom Classics, Vol. III, No. 2 will be sent on request

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730 E. Washington St.  
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If students select their own locker locks about 20% have to be cut off every year, wasting hours of staff and student time. Solve your locker problem by standardizing on Dudley Locks... dependable, Master-Charted for quick opening by an authorized person.

You'll get years  
of service from

**RD-2**

This lock is rugged, precision-built to stand up under student abuse... rotating combination dial... no key to lose... easy to open if you know the right one of 64,000 possible combinations... a mighty tough customer if you don't... dial spins off combination numbers, locking is automatic when hasp is pushed home.



• Schoolwide protection without budget expense. Write for details of Self-Financing Plan.

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Getting 10 months  
educational gains in  
6 months by the  
**Harmon  
Technique**

**Your school can do it, too!**

Ask for a copy of Dr. Harmon's "LIGHT ON GROWING CHILDREN," reprinted from Architectural Record. On receipt of sketches showing dimensions and details of schoolroom, specifications will be furnished according to the Harmon Technique without cost or obligation.

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**LUMINALL**

the light-reflective  
paint for interiors





APPLIES  
THE CLEANSER

SCRUBS

RINSES

PICKS UP

## — A *Finnell* SCRUBBER-VACUUM DOES ALL...at BIG Savings in Labor Costs!

Clean floors—always the mirror of good management—are even more revealing when the cleaning is done with a *Finnell Combination Scrubber-Vacuum*. Especially large-area floors. They tell a story of big savings effected in labor costs. For example, the *Finnell Scrubber-Vacuum* illustrated above, with one or two operators, does a cleaning job better in half the time it takes a crew of six to eight using separate equipment for scrubbing and picking up. This *Self-Propelled Finnell* is a complete cleaning unit *all in one*—applies the cleanser, scrubs, rinses if required, and picks up. Has a cleaning capacity up to 8,750 sq. ft. per hour!

*Finnell* offers several *Combination Scrubber-Vacuum Machines*, and also a full line of *Portable Floor-Maintenance Machines*. In fact, *Finnell* makes equipment for every type of floor care—wet scrubbing, dry scrubbing, dry cleaning, waxing, and polishing—and in sizes designed to fit specific needs. *Finnell* also makes a full line of *Cleansers* specially developed for the greater speed of mechanical scrubbing... and *Sealers, Waxes, and Accessories* for every need.

The nearby *Finnell man* is readily available for training your maintenance operators in the proper use of *Finnell* equipment. For consultation, free floor survey, demonstration, or literature, phone or write nearest *Finnell* branch or *Finnell System, Inc.*, 207 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.



**FINNELL SYSTEM, INC.**

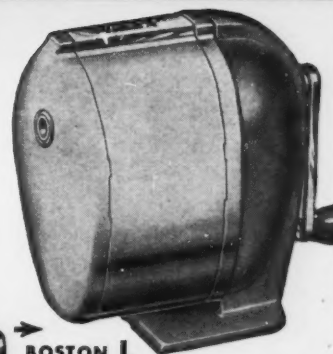
Pioneers and Specialists in  
FLOOR-MAINTENANCE EQUIPMENT AND SUPPLIES

BRANCHES  
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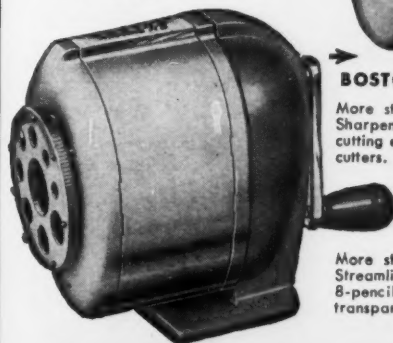
## Two NEW BOSTONS

Models of streamlined  
beauty—of unmatched effi-  
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More style, more metal, more strength.  
Sharpens standard size pencils. Has 15  
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More style, more metal, more strength.  
Streamlined, BOSTON Speed Cutters,  
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# BOSTON PENCIL SHARPENERS

C. HOWARD HUNT PEN COMPANY  
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SPEEDBALL PENS

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# PORTABLE

DENTAL  
CHAIR



Once more available, this 60 lb. portable chair makes it possible to use any space for dental, eye, ear, nose or throat clinic in one or many school buildings as needed. Raises, lowers, reclines. Fits average adults or children. Equipped with adjustable head rest and cuspidor. Inexpensive, practical, durable aluminum and steel construction. Write for details.

**ARCHER MFG. CO.**

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## MR. SCHOOL SUPPLY DEALER

Do you want to handle the fastest selling specialty item on the school market this summer? Permco Paper-Saver Toilet Tissue Holders give you the answer. Every city and county school superintendent is in the market. Miami ordered 3,000; Louisville 500. They've got to be good to sell like this. Industries, municipal buildings and hospitals also buy heavily.

## MR. VISUAL EDUCATION DEALER

Do you want to really build up your accessory business this summer? Mastercraft Du Pont Tontine blackout and transparent shades provide the answer. We offer exceptionally attractive discount.

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Do you want to double your income this summer? You can easily do it by representing us on Permco Paper-Saver Toilet Tissue Holders, Mastercraft Du Pont Tontine shades, Mastercraft stage equipment, and Electro-Time Program Clocks.

## MR. SCHOOL SUPERINTENDENT

Do you want to get the best and take no chances? Order any quantity Permco Paper-Saver Toilet Tissue Holders. They may be returned for full credit at any time within 30 days if you are not completely satisfied in every respect.

*Wire or write for details*

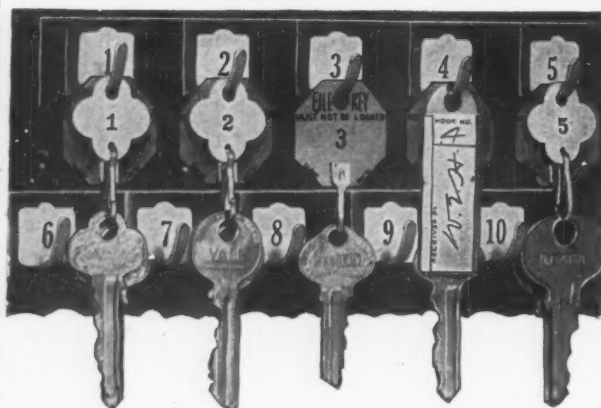
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1 TelKey is a tried and proven Visible Key-Filing — Key-FINDING System.

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Visible Key Control  
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Write for Circular

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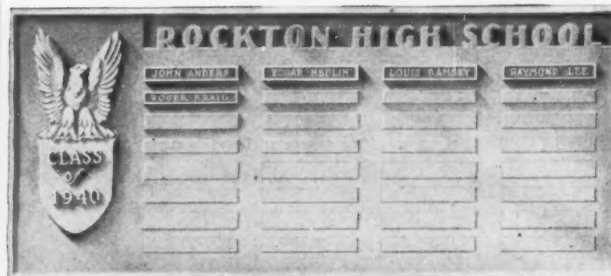
303 Fourth Ave.  
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4 TelKey retains a Reserve - Pattern Key — never loaned. Tells you to whom other keys have been loaned.

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## FOREVER - LIVING BRONZE

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WRITE FOR  
colorful book  
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Bronze—"the metal of countless to-morrows" will immortalize those who served in World War II.

### TABLETS BY NEWMAN

Internationally famous for fine quality since 1882, genuine hand-chased cast bronze plaques by NEWMAN record the names of your student heroes for emulation by posterity.

NOTE: Makers also of bronze, aluminum and stainless steel letters, doors, entrances, railings, grilles, etc.

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**NEWMAN BROTHERS, INC.**

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# ENJOY SIMPLIFIED LOCKER CONTROL



## NATIONAL LOCK COMBINATION LOCKS

NATIONAL LOCK combination shackle locks, together with our FREE Lock Record Book, offer you an effective system of LOCKER CONTROL — a means of simplified, yet complete, supervision that's vitally important to locker security. The NATIONAL LOCK Record Book is a handsome leatherette binder containing loose-leaf charts for all essential information. Exceedingly popular, it is provided FREE with each order for 100 or more locks.



### No. 68-265 Self-Locking Shackle Lock

Attractive. Built to last. Dial is locked against rotation when open. Combination is disturbed when shackle is closed. Dials to three numbers. Not masterkeyed. Ideal for a wide range of school uses.

### No. 68-264 Masterkeyed Self-Locking Shackle Lock

Has double steel construction with stainless steel case. Dial finished in black enamel. Numerals and gradations in white enamel. Self-locking. Has special masterkey feature for authorized opening.

**NATIONAL LOCK COMPANY**  
ROCKFORD • ILLINOIS  
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## new *Rauland* Centralized SC 160 Radio-Sound System

*... Offers every desirable  
Program Service ... Provides  
Dual or Triple Channel Facilities*

This superb activity integrator for modern schools provides the most complete audio facilities (Radio, Phonograph and Microphone) ever incorporated in a Centralized School Sound System. Provides instant, versatile, complete coverage of your entire school plant. From a single central point, you can control, guide and stay constantly in touch with all activities. Designed to serve your school faithfully and completely today—and for the years to come.

### Advanced Features for Maximum Benefits:

- Distributes radio, phonograph or microphone programs to any selected rooms or all rooms. Capacity up to 160 rooms.
- One model offers Dual Channel facilities which permit intercommunication with any room, simultaneously with any program service directed to any other group of rooms. A second model offers Triple Channel facilities which permit intercommunication with any room, simultaneously with two separate programs directed to two different groups of rooms.
- High Fidelity Radio—one or two as desired. Covers both AM (Standard broadcast) and new FM band (including civic educational frequencies).
- Dual-Speed Transcription Type Phonograph—plays all records, including 16" educational transcriptions.
- Six Microphone Circuits.
- Powerful paging coverage. Has Master Emergency Call button; operates regardless of any control or switch settings.
- Program Timer—automatically turns on radio program when desired.
- Beautiful Scholastic-style console cabinet.

The RAULAND SC160 System offers a rare flexibility of design, superb tone quality, and complete trouble-free dependability. Let us show you, without obligation, how the RAULAND SC160 System can integrate the activities and enhance the educational program of your school. Write us today.

### THE RAULAND CORPORATION

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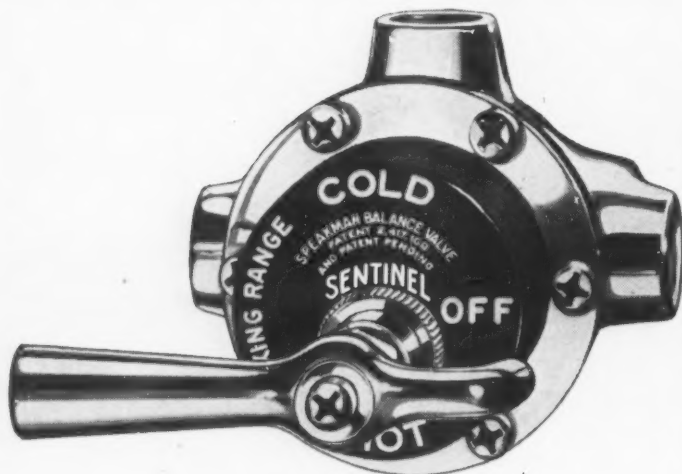


RADIO • SOUND • TELEVISION • RADAR • COMMUNICATIONS



**Because this**

**ends all this**



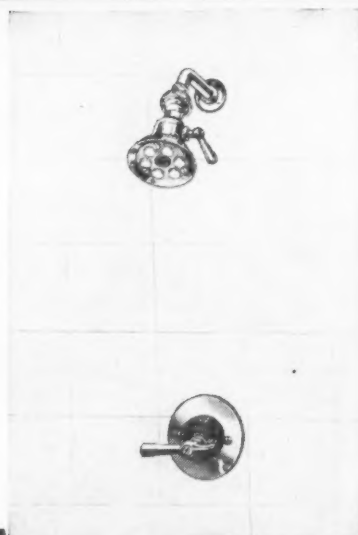
**And because this**

**gives all this**



## **The Speakman Anystream-Sentinel Combination is**

*The  
Last  
Word in  
Showers*



Find out more about this sensational Speakman Anystream Head—Sentinel Valve Shower Combination. Available in both concealed and exposed models, it is ideal for homes, apartments, hotels, schools, institutions. Write for literature. Address Dept. BVA.

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# **SPEAKMAN**

**SHOWERS & FIXTURES**

SPEAKMAN COMPANY, WILMINGTON 99, DELAWARE

S-1700—Speakman Concealed Sentinel Shower

# What's New **FOR SCHOOLS**

JULY 1948

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 92. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Tablet Arm Chair



An interesting feature of the new tablet arm chair No. 310 developed by Peabody is the redesigned tablet arm which eliminates waste space, utilizes the entire surface area for a natural writing position, permits easier ingress and egress and yet holds the writing surface far enough to the left for comfortable work.

Designed especially as a lecture room unit particularly suitable for high schools and colleges, features of the new chair include a heavy cast base, solid wood tablet arm supported in a firm position by a heavy gauge steel support at the front and fastened securely to a flange which is an integral part of the malleable iron back rail support, and comfortable 5/4 maple saddle seat and steam bent maple rails to promote good posture. This sturdy, fixed lecture room unit is built for long wear, even under severe usage. *The Peabody Company, Dept. NS, North Manchester, Ind. (Key No. 488)*

## Improved Safway Grandstand and Bleacher Equipment

Structural changes make the improved Safway grandstand and bleacher equipment more easily handled. Truss-work system structural members have been lightened without decreasing the

strength of the individual members or the complete stand. The new method of supporting the planks increases the width of the walkway, thus permitting easier access to the stands and greater spectator comfort. A simplified method of fastening planks speeds erecting and dismantling and eliminates possibility of interference.

The re-designed equipment is engineered to combine easy, rapid erection with the ultimate in safety and durability while providing the utmost in visibility and comfort for spectators. The units are built to individual requirements for space and seating and can be made for large or small installations. They are tested and approved by Underwriters' Laboratories. *Safway Steel Products, Inc., Dept. NS, 6228 W. State St., Milwaukee 13, Wis. (Key No. 489)*

## Improved SoundScriber

Series Four of the SoundScriber Electronic Disc Dictation Machine is the result of exhaustive research into the performance and actual use of the machine. The improved machine is available in the desk model finished in walnut with a built-in loud-speaker and a choice of microphones and the portable recorder finished in either leather or Fabrikoid covered case with a choice of extension or hand microphone.

The transcriber can be used with the SoundScriber soft speaker, patented Toneband or stethoscope-type Monoset and has instantaneous start-stop and accurate backspacing. The unit features electromagnetic recording head, feather-light pressure playback head, dynamic speaker and the telephone recording feature for making an accurate record of important telephone conversations. The machine can also be used for speech training, language instruction, seminars and classroom training. *The SoundScriber Corp., Dept. NS, 146 Munson St., New Haven 4, Conn. (Key No. 490)*

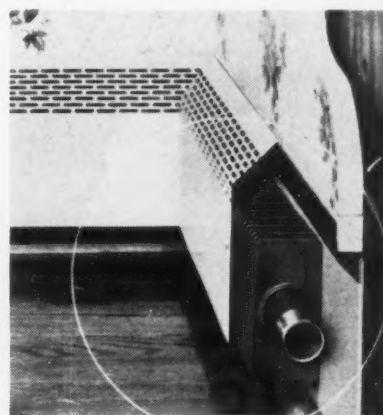
## Vestal Wax Remover

Old wax can be removed from floors without injury or damage to linoleum, asphalt tile, rubber tile, terrazzo, cement or wood with the new Vestal Wax Remover. The product also cleans the surface, leaving a slight, protective film. It is available in containers ranging from 5 to 50 gallons. *Vestal, Inc., Dept. NS, 4963 Manchester Ave., St. Louis, 10, Mo. (Key No. 491)*

## Baseboard Convactor

The U. S. Fin-Ray Baseboard Convactor is a new fin-type steel radiator enclosed with a grilled steel covering plate which is installed around the base of the walls of a room in place of the usual baseboard. The new unit is designed to distribute heat evenly over the wall and window areas, thus providing even temperatures without draft. It can be installed in new or remodelled buildings and the front cover of the convactor, which can be easily removed for cleaning when necessary, can be finished to harmonize with the general color scheme of the room.

The Fin-Ray Baseboard Convactor is designed to increase heat transfer and make heat flow more uniform. Made of high quality steel pipe and rugged, tempered steel fins, the construction of



the unit ensures constant rigidity of fin to pipe under varying temperatures. *United States Radiator Corp., Dept. NS, Detroit 31, Mich. (Key No. 492)*

### **SalFrann "400" Dishwasher**



The new SalFrann "400" dishwasher is designed to handle 34 full racks of dishes per hour for washing, rinsing and air drying. The rack of dirty dishes, glasses or silverware is placed on the hydraulic lift track and lowered automatically into the cleaning chamber. A turn of the electric switch starts the spray of cleansing detergent solution, the rinse lever releases a sterilization spray of hot rinse water and the turn of a handle brings the clean dishes to table level.

The machine is designed to clean dishes, glasses and silverware with ease and speed and to be easily cleaned itself. Drainings are carried off through a direct sewer connection, strainer trays in the wash compartment catch and hold large particles and a removable screen protects the pump intake. The flat top of the hydraulic lift serves as an additional service table top between washing operations. *Thermo Cuber Co., Inc., Dept. NS, 3260 W. Grand Ave., Chicago 51. (Key No. 493)*

### **Hidalift Sash Balance**

A completely balanced window sash which permits finger-touch opening of windows is the description given of the new Hidalift Sash Balance. This device, which is installed in the sash out of sight, has a lifting quality which makes it easy to open heavy windows while at the same time it eliminates drafts since it is weathertight. Tension is easily adjusted without removing the sash or screws and the Hidalift is designed for long, trouble-free use. It can be installed in new windows and for modernizing old ones. *The Turner & Seymour Mfg. Co., Dept. NS, Torrington, Conn. (Key No. 494)*

### **Oakite Composition No. 83**

Because of a special protective ingredient, Oakite Composition No. 83 is designed for manual cleaning operations

where effectiveness in cleaning and mildness on the skin are desirable. It is soapless and has a special emulsifying surface-active ingredient which increases its detergent properties. It is safe on sensitive metal surfaces, leaves no greasy film, and does not cause irritation and chapping of the user's hands. *Oakite Products, Inc., Dept. NS, 118A Thames St., New York 6. (Key No. 495)*

### **All-Purpose Floor Machine**

The new "Floorite" all-purpose floor machine is a compact, easily handled unit which will scrub, wax and polish all types of floors. It can be quickly converted for rug scrubbing and other wet scrubbing operations by attaching a special tank.

The new model has a 12 inch diameter brush and a newly designed, com-



compact Lo-Hite 1/4 h.p. motor which is 5 inches tall. This permits its use under low spaces. It is also designed for more quiet operation, has insulated dual safety switch, improved type hand grips, self-raising 3 inch rubber wheels, extra-heavy rubber bumper and 34 foot rubber extension cord. *United Floor Machine Co., Inc., Dept. NS, 7600 S. Greenwood Ave., Chicago 19. (Key No. 496)*

### **Masonry Water Repellent**

A colorless water repellent that penetrates into masonry, known as Rainchek, is designed to give permanent protection to cement blocks, concrete, brick, tile and stucco against moisture and water. The manufacturer states that Rainchek will not evaporate or wash away from the treated surface and that it guards against water seepage, protects outside walls, prevents masonry disintegration and controls dusting of cement floors. *Protection Products Mfg. Co., Dept. NS, Kalamazoo 99, Mich. (Key No. 497)*

### **No-Roll "Compacto"**

A new package of unique design has been developed for the Junior No-Roll crayon. Known as the No-Roll "Compacto," the package holds 24 crayons and is divided in such a manner that the top of the box slides down over the bottom section to expose the crayons. The angled floor of the package exposes each of the three rows of crayons on a different level, permitting easy selection of the desired color. *The Milton Bradley Co., Dept. NS, Springfield, Mass. (Key No. 498)*

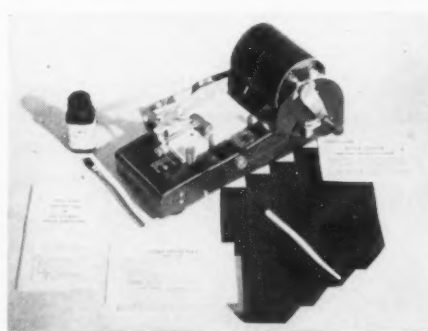
### **Stainless Steel Sinks**

The new "Value Line" stainless steel sinks developed by Blickman have round corners and are of seamless welded construction. Available in one, two or three compartments, each sink may be had with any one of four drainboard arrangements. Made of 18-8 stainless steel for heavy-duty service, the sinks should serve well for general utility in the school as well as in the Home Economics department. *S. Blickman, Inc., Dept. NS, Weehawken, N. J. (Key No. 499)*

### **Postal Duplicator**

The National Postal Duplicator is a miniature duplicating machine six inches high, weighing 2 3/4 pounds. It is designed for use with post cards 3 by 5 and 4 by 6 inches in size. Rubber suction feet keep it firmly in place when in use and the machine is operated by merely turning the handle after stencil has been cut and inserted. As many as 20,000 post card size reproductions can be run from one stencil.

The miniature duplicator comes complete with supply kit containing stencils, stylus, ink, brush, writing plate and instruction sheet. It is low in price



and carries a written guarantee against mechanical defects for two years. *Har-glen Corp., Dept. NS, 7466 Santa Monica Blvd., Los Angeles 46, Calif. (Key No. 500)*



### Westinghouse Water Coolers

Westinghouse is announcing a new line of seven hermetically-sealed water coolers designed to meet every need. They will feature automatic pressure regulator for maintaining constant stream height regardless of variations of local water pressure; new type orifice on bubbler to prevent squirting and malicious water damage; foot pedal operation for convenience and sanitation, and removable front panel for easier access to all mechanical parts.

The coolers will be finished in blue-gray enamel and, except for one china top model, all units will have 1 piece, splashproof tops of stainless steel. Provision is made on the new models for adding a chrome plated glass filler when desired. *Westinghouse Electric Corp., Dept. NS, 306 Fourth Ave., Pittsburgh 30, Pa. (Key No. 501)*

### Non-Inflammable Paint Remover

Savogran Non-Inflammable Remover is designed to meet Federal specifications for non-inflammability and to remove all paint, varnish, shellac, enamel, lacquer and synthetic finishes. It is in heavy cream form that stays wet and stays in place on upright surfaces and requires no after wash. *The Savogran Co., Dept. NS, India Wharf, Boston 10, Mass. (Key No. 502)*

### Lathurshelf Soap Dispenser

The Lathurshelf provides a combination shelf and soap dispenser. Made of 18-8 polished stainless steel to do away with rusting or tarnishing, the unit is available in one or two basin sizes and contains a large supply of liquid soap. Creamy lather is dispensed by a push-button so designed as to prevent leakage or dripping and the snap lock on the cover can be opened only with the key supplied to those in charge of maintenance.

The unit is attractive in appearance



while serving its double purpose as shelf and dispenser. It has a capacity of a half gallon of liquid soap, the level of which is indicated by a visible gauge. The shelf is 20 inches long, 4½ inches

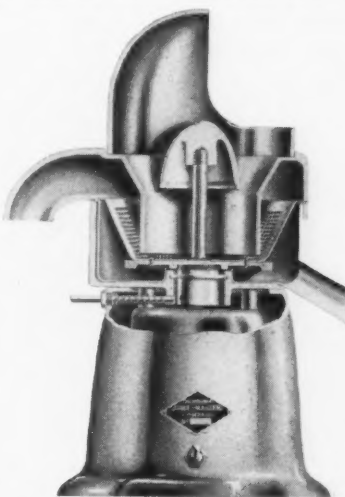
wide and 2 inches high and is available with either one or two lather valves. *American Dispenser Company, Inc., Dept. NS, 215 Fourth Ave., New York 3. (Key No. 503)*

### Chocolate Dispenser

The new Amcoin hot chocolate urns have the All-Glass interior feature of Amcoin coffee urns. Automatic agitation keeps the chocolate thoroughly mixed, thus giving each cup served the same consistency. Thermostatic control keeps the chocolate at the right temperature and the new urns, one and two gallon capacity, save time and effort in service while providing a uniformly mixed beverage. *Amcoin Corp., Dept. NS, 1148 Main St., Buffalo 9, N. Y. (Key No. 504)*

### Citrus and Vegetable Juicers

Newly developed juicers for citrus fruits and all deciduous fruits and vege-



tables have been announced by California Juice-Master Company. All juices in the fruit or vegetable are strained from the pulp into a bowl and the pulp is forced out through an expulsion spout. These operations are entirely automatic, including feeding the fruit or vegetable into the juicer, and the juicers are continuous in operation, it being unnecessary to stop to remove pulp or seeds during the process.

The juicers are made of highly polished, food-processing machinery aluminum alloy with all parts, which come in contact with the juices, of stainless steel. A stainless steel rotating basket strains the juices into a stainless steel bowl in a process that gets all the valuable elements out of fruits or vegetables. All varieties of fruits and vegetables can be turned into juice by these automatic extractors. *California Juice-Master Co., Dept. NS, 690 Market St., San Francisco 4, Calif. (Key No. 505)*

### Scribe Visualizer



The Scribe Visualizer is a device for projecting upon a screen prepared copy and illustrations as well as extemporaneous notes and explanations. The machine is simple to operate, has few moving parts and only two adjustments which are made by convenient knobs. Images are projected through the back of a special screen so that the instructor faces his audience and it is not necessary to darken the room to operate the device.

The teacher sits at her table or desk, facing the class, inserts prepared material, makes notes and marks as desired with an ordinary grease pencil and makes necessary comments and explanations. A fresh writing surface is exposed by the turn of a knob within easy reach of the left hand. The standard screen is 30 by 37½ inches in size and a larger screen is available for larger rooms. The unit is sturdy, light weight, and practical in operation. *The Visualizer Company, Dept. NS, 170 S. Beverly Drive, Beverly Hills, Calif. (Key No. 506)*

### Weldwood Fireproof Door

Incombustible Kaylo insulation is used as the solid core of the new Weldwood fireproof door. Standard hardwood faces and cross banding are laminated to the core with Tego Film waterproof glue and the door is completely bonded on all four edges with solid hardwood to match the faces. It will be available in 1¾ inch thicknesses in all standard sizes and with a variety of hardwood faces.

The new fireproof door has been tested by Underwriters' Laboratories and approved for a one-hour fire rating in Class B and C interior openings, in vertical shafts, corridors and room partitions. The door also responded satisfactorily to strength and operating tests. *U. S. Plywood Corp., Dept. NS, 55 W. 44th St., New York 18. (Key No. 507)*

## Product Literature

- A system for the procurement by accredited schools of electric appliances for home economics departments at approximately half their retail price, with an arrangement to replace them annually at no extra cost, has been announced by Hotpoint, Inc., 5800 W. Taylor St., Chicago 44. This new national *Electric-Education program* will be available to high schools and colleges in cooperation with local electric companies. (Key No. 508)

- A simplified accounting system for internal school accounting is described in a leaflet issued by Doubleday Bros. & Co., 241 E. Michigan Ave., Kalamazoo 3, Mich. This simplified, looseleaf system, which works in conjunction with the central treasurer's set of books and gives an accurate check on club or organization finances while giving good bookkeeping practice to student treasurers, also relieves group or room advisers of full responsibility and, when used properly, indicates to outside suppliers that authorized purchases or commitments are being made. The system is designed for accuracy and simplicity and the descriptive sheet and sample forms should prove of interest to school administrators, department heads and organization leaders. (Key No. 509)

- "Available Now, a New Service for Microfilming All Business Records" is the title of a leaflet issued by the Microfilm Division of Bell & Howell, 221 N. La Salle St., Chicago 1. Detailed information on this service and its advantages in saving of time and storage space are discussed. (Key No. 510)

- "Devoe Painting Guide" is the title of a book, written to ensure the proper use of paint and related materials, by Devoe & Raynolds Co., Inc., 44th St. & First Ave., New York 17. The method of painting each major type of surface is given, together with spreading rates, drying time, surface preparation and a short description of the products recommended. The booklet is fully indexed for quick reference and sells at 50 cents a copy. (Key No. 511)

- The Cleveland Range Co., 3333 Lakeside Ave., Cleveland 14, Ohio, has recently issued an attractive new 4 page catalog insert giving specific information on the *Steam-Chef compartment steam cooker*. The various sizes and models of both the direct connected type and the steam generating types which produce their own steam from gas or electricity are described, with information on the performance of these cookers. (Key No. 512)

- The *Weisway Cabinet Showers* are illustrated and described in a folder recently issued by Henry Weis Mfg. Co., Inc., Elkhart, Ind. Specifications, typical floor plans, construction and general information are given on several models. (Key No. 513)

- Information and data necessary for the proper selection of air diffusers are contained in the new catalog and engineering data book on "*Kno-Draft Adjustable Air Diffusers*" issued by the W. B. Connor Engineering Corp., 114 E. 32nd St., New York 16. Known as Bulletin K-20, the new handbook gives full catalog data as well as information of a general nature on the subject of air diffusion. (Key No. 514)

- The new 1948 catalog issued by the Franklin-Lee Company, 215 W. 68th St., Chicago 21, gives full information on its line of furniture and equipment for educational institutions. In addition to school chairs, tables, cafeteria equipment and filing equipment, the catalog also lists steel and wood dormitory and lounge furniture. (Key No. 515)

- A new *Non-Theatrical Catalog* of 16 mm. sound films has been issued by RKO Radio Pictures, Inc., RKO Bldg., New York 20. This is the second edition of this attractive catalog designed to assist those responsible for the selection of educational or recreational motion pictures to choose those best suited to their use. In addition to descriptive information on the films, the catalog contains helpful information on booking, policy, film rating and other details. (Key No. 516)

- The advantages of using *Aquatone* in the treatment of swimming pool water are covered in a pamphlet issued by Creative Chemical Co., 4618 Friendship Ave., Pittsburgh 24, Pa. The uses of this product, which softens the water, prevents eye irritations, neutralizes the causticity of chlorine-treated water, represses algae formation and acts as a solvent for greasy contaminants, is described in detail. (Key No. 517)

- A compact slide-rule guide for proper floor finishing and maintenance is offered by S. C. Johnson & Son, Inc., Racine, Wis. Known as "*Johnson's 3-Step Floor Finishing Selector*," the guide is designed for those responsible for floor finishing and maintenance and is operated by merely moving the slide up or down. Information on the proper finishing materials, application methods and reasons for them are given. (Key No. 518)

- The new leaflet on "*Terrazzo*" issued by the National Terrazzo & Mosaic Association, Inc., 1420 New York Ave., N.W., Washington 5, D.C., contains shortform specifications, advantages of terrazzo for floors, bases and wainscots, diagrammatic drawings of terrazzo uses, information on what terrazzo is and illustrations showing its use in corridors and lobbies, for wainscot and walls and other uses. (Key No. 519)

- The third edition of "*Modern School Plans*" has been issued by Horn Brothers, Fort Dodge, Iowa. This 48 page book, giving floor plans, descriptive information and photographs of school buildings of various types, is designed to assist those planning new school buildings and is available at \$1 per copy. (Key No. 520)

- A four page catalog in full color has been published by the Danbury Rubber Co., Inc., Danbury, Conn., on "*Danbury Rubber Tile*." Twenty-three of the 27 Danbury tile colors are illustrated as well as 15 different floor designs in actual color, including several designs submitted by architects. (Key No. 521)

- The new "*Battery Service Manual*" issued by Thomas A. Edison, Incorporated, Kearney, N.J., will prove particularly helpful to those responsible for power maintenance and school bus service. (Key No. 522)

## Film Releases

"Color" and "University of Flying," 2 reels, 16 mm. sound. British Information Services, 30 Rockefeller Plaza, New York 20. (Key No. 523)

"How to Write Your Term Papers," "How to Judge Facts," "What Is a Contract?" "Federal Taxation" and "Everyday Courtesy," all 1 reel, sound, color or black and white. Coronet Instructional Films, Coronet Bldg., Chicago 1. (Key No. 524)

"Your National Gallery," 16 mm. sound. United World Films, Inc., 445 Park Ave., New York 22. (Key No. 525)

## Suppliers' Plant News

Charles Beseler Company, manufacturer of opaque projection equipment, has moved to greatly enlarged quarters at 60 Badger Ave., Newark, N. J. The new facilities, designed to meet the increased demand for opaque projectors, include a projection theater, modern testing laboratories and executive offices. (Key No. 526)




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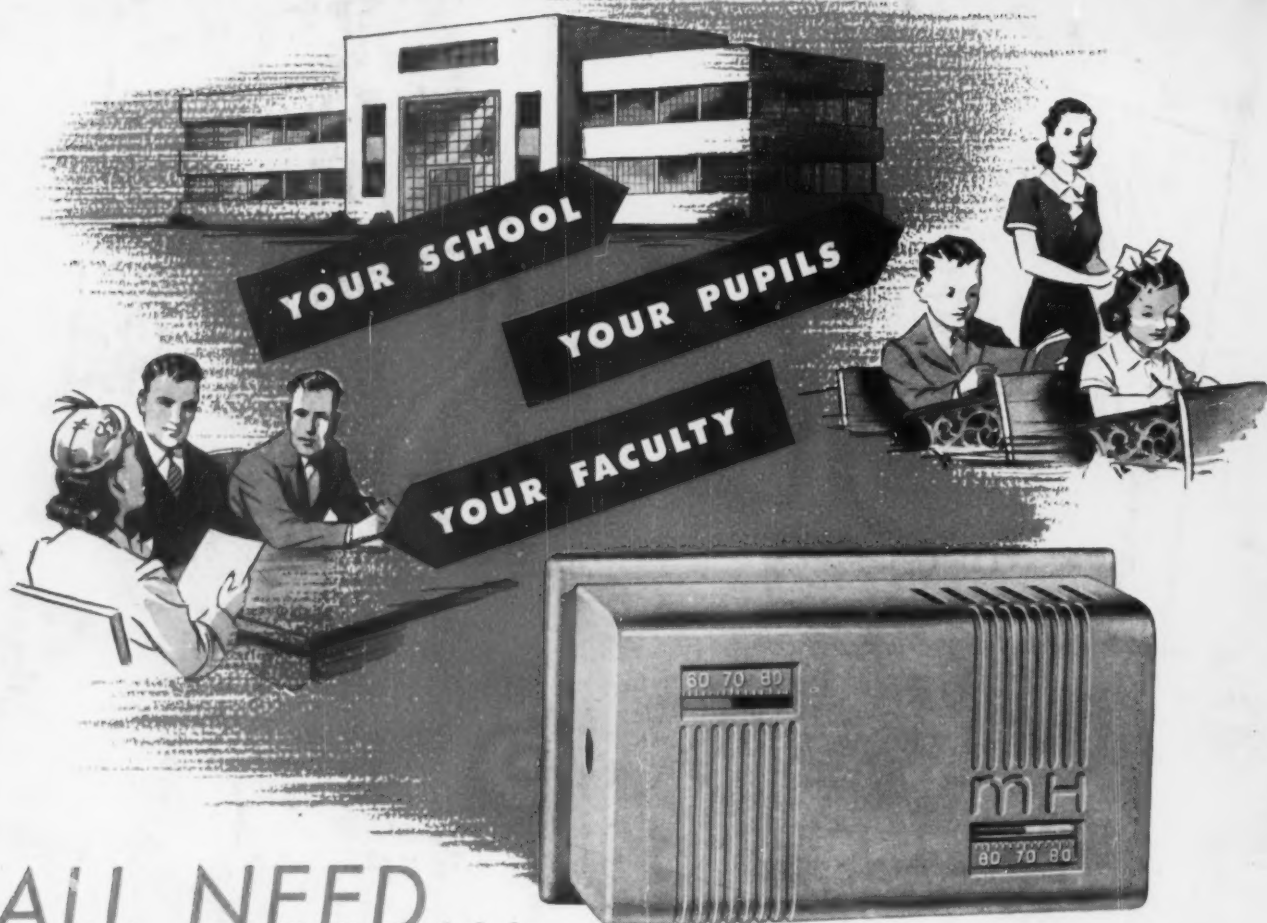
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